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The University of Southern Mississippi

PRINCIPAL LEADERSHIP STYLES,
FACULTY MORALE, AND FACULTY JOB SATISFACTION
AT SELECTED ELEMENTARY SCHOOLS

by

Dawn Vyola Ramsey Hearn

Abstract of a Dissertation
Submitted to the Graduate School
of the University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

December 2013

ABSTRACT

PRINCIPAL LEADERSHIP STYLES,
FACULTY MORALE, AND FACULTY JOB SATISFACTION
AT SELECTED ELEMENTARY SCHOOLS

by Dawn Vyola Ramsey Hearn

December 2013

The purpose of this study was to determine if a significant relationship existed between principal leadership styles, faculty morale, and faculty job satisfaction at selected elementary schools. Specifically, the study examined if the perception teachers had of their principals' leadership styles had an impact on faculty morale and faculty job satisfaction of teachers in Kindergarten through sixth grade at selected elementary schools in one school district located on the Mississippi Gulf Coast. The Leadership Practices Inventory (LPI) provided data that identified the perceived leadership styles of the school principals. The Purdue Teacher Opinionnaire (PTO) provided data that identified faculty morale and faculty job satisfaction.

Eleven elementary schools in a school district located on the Mississippi Gulf Coast were selected to participate in this study during the Fall of 2013. A total of 623 surveys were distributed to the teachers and staff of the 11 selected elementary schools. Of those 623 surveys distributed, 139 surveys were returned, yielding a participant return rate of 22%. Participants in this study were teachers, teacher assistants, school counselors, school nurses, and librarians. The results of this study indicated that there were no significant relationships between the perceived principal leadership styles, faculty morale, and faculty job satisfaction at the selected elementary schools.

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The University of Southern Mississippi

A RELATIONAL STUDY OF PRINCIPAL LEADERSHIP STYLES,
FACULTY MORALE, AND FACULTY JOB SATISFACTION
AT SELECTED ELEMENTARY SCHOOLS

by

Dawn Vyola Ramsey Hearn

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Approved:

Director

Dean of the Graduate School

December 2013

DEDICATION

I would like to dedicate this body of work to my wonderful family. First, to my husband Ryan and my children Tyler and Haley. Your continuous support, encouragement and understanding gave me the strength to continue through this process. There are no words that can express how much I love and appreciate you. I love you dearly!

To my parents, Norman and Sharyn Ramsey, I love you both dearly. Thank you for giving me the best childhood anyone could ever ask for and for raising me to always aspire to do more. The encouragement and support you have given me throughout the years has been my push to accomplish my dreams. I couldn't have asked for better parents. Thank you for loving me like you do.

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LIST OF ABBREVIATIONS

IDEA	Individuals with Disabilities Act of 2002
LPI	Leadership Practices Inventory
NCLB	No Child Left Behind Act of 2001
PTO	Perdue Teacher Opinionnaire

CHAPTER I

INTRODUCTION

Education is always in a constant state of change; new curriculum and methods of improving student achievement are always at the top of educational discussions.

Educators are constantly faced with the challenge of finding better ways to meet students' needs and goals. Since the emergence of the No Child Left Behind (NCLB) Act of 2001, educational leadership has faced many new challenges (U.S. Department of Education, 2001). Under the NCLB Act, principals have had to redesign schools, implement new research-based curriculum, and ensure that classrooms are staffed with teachers who are highly qualified (Whitney, 2008). With the new challenges and demands on principals, additional leadership strategies are needed for success in securing highly qualified teachers and the success of the school (Mead & Rotherham, 2003). These leadership strategies or commonly known as leadership styles have become more dynamic and diverse with all the changes and have placed concern on morale and job satisfaction.

The principal of the school is considered to be the one individual who is the key leader and has the most opportunity to exercise leadership in the school. Principal leadership styles that impact school cultures and learning environments have been the primary discussion in many significant research articles (Bulach, Boothe, & Pickett, 2006). According to Bogler (2005), the leadership style of the school principal has a powerful influence on the environment of the school, the attitudes of the teachers and staff, and the achievement of the students. Principals who demonstrate the leadership ability to handle changing environments show greater improvements in the satisfaction of teachers and student achievement (Daughtery, Kelley, & Thornton, 2005). School success frequently depends on how effectively principals use their leadership (Gerhardt, 2004). If

the principal's leadership style is a positive influence then the school should be able to excel.

Throughout history, the leadership styles of school principals have changed. Behavioral characteristics from past leadership styles and those of the present-day leadership styles are significantly different. In the past, school principals have been known to take a bureaucratic approach to leading schools. However, this "top-down" leadership approach has been viewed as a major factor in low faculty morale and faculty job dissatisfaction which, in turn, leads to a high teacher turnover rate (Bolin, 2007; Darling-Hammond, 2003). With the new challenges and demands on school principals to secure and retain highly qualified teachers, principals have had to reevaluate themselves and change their leadership styles in an effort to be more successful (Mead & Rotherham, 2003).

There are many styles of leadership such as situational, transactional, transformational, distributed, participative, and instructional leadership that have all been implemented in the educational profession. Each style is different from one another and presents unique outcomes in schools. The theory of situational leadership was developed by Paul Hersey and Kenneth Blanchard, identifying four leadership styles relating to the theory: directing, coaching, supporting, and delegating (Lunenburg & Ornstein, 2004). The notion of situational leadership is that leaders analyze the needs of a situation and choose the appropriate style for that situation at that particular time (Marzano, McNulty, & Waters, 2005). Transactional leadership is described as "trading one thing for another (quid pro quo), whereas transformational leadership is focused on change" (Marzano et al., 2005, p. 14). Distributed leadership is described by Spillane (2005) as an "interaction between people and their situation" (p. 144). Mills (2007) describes participative

leadership where individuals other than the leader make decisions regarding the group. An instructional leader creates job satisfaction, commitment from all stakeholders, a positive climate, collaborative culture in the school, and high teacher morale (Fullan, 2002). Instructional leadership is believed to be the most successful type of leadership style and also the style mostly used by today's principals (Marzano et al., 2005). These leadership styles create a positive school climate which in turn can increase morale and job satisfaction. Research has suggested that the leadership styles of school principals is the most critical factor in effecting morale and job satisfaction (New York State Education Department, 2004).

Morale is affected by many factors such as: student behavior, emotional needs, low pay, school environment, demands on time, demanding curriculum issues, pressures of state testing, lack of parent support and lack of support from the school administration (Ingersoll, 2003; Kinsey, 2006; Rafferty, 2002). According to Black (2001), although there are many factors which contribute to morale, the one factor which has more significance than any other is the principal of the school. He offers: "Principals who effectively define their school's instructional program well, promote a positive climate for student learning, and invite teachers to collaborate on important decisions have the greatest impact on teacher morale" (Black, 2001, p.43). Gorton, Alston, and Snowden (2007) believe that the most important factor that influences morale and school success is the principal's ability to lead. With the notion of administrators seeking excellence in schools, teacher job satisfaction, and understanding the factors that affect and contribute to it, must be addressed (Lester, 1990).

Teacher job satisfaction can affect the climate of the school, the effectiveness of the principal, the success of the students, and the quality of the school as a whole

(Hongying, 2007). Teachers have the greatest impact on student achievement since they have the most contact with students throughout the day (Saravia-Shore, 2008). Therefore, job satisfaction of teachers is extremely important for school success and should be a top priority in education. According to Bogler (2002), teacher job satisfaction is the single significant factor of effective schools. The relationship between school principals and teachers is extremely important; it can affect the school environment positively or negatively simply by affecting the level of teacher job satisfaction (Baughman, 1996; Bogler, 1999). With the challenges and demands set forth on educators today and the concern for how they effect morale with teachers leaving the field of education due to job dissatisfaction, it is vital for more research to be conducted to determine the relationship between principal leadership styles, faculty morale, and faculty job satisfaction.

Statement of the Problem

This study is to determine if there is a statistically significant relationship between principal leadership styles, faculty morale, and faculty job satisfaction at selected elementary schools. Due to reforms in educational policies such as the NCLB Act of 2001 and federal government legislation, greater demands and challenges have been imposed on the principal of the school to increase teacher accountability and student results. These growing demands often make the work environment for teachers more stressful and difficult to teach. Several researchers (Anderson & Olsen, 2004; Ingersoll, 2001) believe that the job satisfaction of teachers plays a vital role in the success of the school. Teachers leave the educational field for many reasons such as poor salary, poor student motivation, and a lack of administrative support. More often are found to leave due to ineffective or poor leadership style of the principal (Ingersoll, 2001). Hence, this

study is to determine if there is a relationship between principal leadership styles, faculty morale, and faculty job satisfaction at selected elementary schools.

Purpose of the Study

The purpose of this research study is to determine if there is a statistically significant relationship between principal leadership styles, faculty morale, and faculty job satisfaction at selected elementary schools. This research is to help prepare current and future school principals with effective leadership strategies that are essential in promoting a positive atmosphere with high morale and positive job satisfaction, which, in turn, can lead to school success. Along with the principal of the school, teachers are an essential part of the school, and their job satisfaction is vital in the success of the school (Anderson & Olsen, 2004).

Research Questions

1. Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and morale as measured by the Purdue Teacher Opinionnaire?
2. Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and job satisfaction as measured by the Purdue Teacher Opinionnaire?
3. Which of the five leadership practices measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for morale?
4. Which of the five leadership practices as measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for job satisfaction?

Definitions of Terms

For the purpose of this study, the following terms have been defined.

Elementary school – a school that educates students in grades Kindergarten through sixth grade, or “a nonprofit institutional day or residential school that provides elementary education, as determined under State law” (U.S. Department of Education, 2004, Elementary School section, para.1).

Highly qualified teacher – a teacher with a 4-year baccalaureate degree from a university or an accredited college in the content area(s) in which he/she is certified to teach.

Instructional leader – “knowledge of instruction that helps support the leader’s leading, supporting, and holding teachers accountable for implementation of standards, curriculum reforms, and other instructional improvement initiatives” (Barney, Darilek, Ikemoto, Kerr, Marsh, Sturrop, & Zimmer, 2005, p.13).

Job satisfaction – the way teachers and principals feel about their jobs whether they are satisfied or dissatisfied, derived from the positive or negative relationships between teachers and principals.

Leadership – “those persons, occupying various roles in the school, who work with others to provide direction and who exert influence on persons and things in order to achieve school’s goals” (Drysdale, Gurr, & Mulford, 2006, p. 372).

Leadership style – a set of leadership characteristics, behaviors, traits, or actions that can be quantified or measured (Sun, 2004).

Principal – the leader or administrator of a school.

Principal leadership practices – the score on the Leadership Practices Inventory.

In this study, this is defined as “the ways in which the principal expresses leadership,

uses power and authority, arrives at decisions, and, in general, interacts with teachers and others” (Elliot & Sergiovanni, 1975, p.45).

Teacher morale – the score on the Purdue Teacher Opinionnaire. In this study, this is defined as “the degree to which an employee feels good about his or her work and work environment” (Ahmad, McKnight, & Schroeder, 2001, p. 467).

Delimitations

Participants of this study include teachers from only one school district on the Mississippi Gulf Coast of selected elementary schools. The study is limited to participating teachers’ perceptions of their school principals’ leadership styles and faculty morale job satisfaction. It should be noted that morale and job satisfaction could be impacted by other variables than just the principals’ leadership style.

Assumptions

It is assumed that all participants are not influenced by other stakeholders and answered the surveys honestly and to the best of their ability. It is also assumed that the participants of the study followed the instructions when completing the surveys. Finally, it is assumed that participants answer the surveys without the fear of retribution for their responses.

Justification

Leadership styles of principals, faculty morale, and faculty job satisfaction are of extreme importance to the educational field due to the relationships between principals and teachers. Since the emergence of the NCLB Act of 2001, the principal of the school has endured many challenges and demands, and his or her position has become progressively complex. With the accountability of retaining highly qualified teachers, high-stake student testing, and the accountability for student achievement, the demands

have caused principals to become dynamic and diverse in their leadership. These changes have caused stress in the workplace and have placed concern on faculty morale and job satisfaction. The relationship between teachers and principals plays a vital role in the success of the students and the school (Baughman, 1996; Bogler, 1999). Many teachers are leaving the field of education due to low morale and job dissatisfaction.

Research has shown that there are many reasons why teachers feel dissatisfied with their careers. These include poor salaries, lack of administrative support, student discipline issues, etc. (Ingersoll, 2003). However, the main reason teachers leave the profession is due to the principal of the school having poor leadership practices or styles (Black, 2001). With the challenges and demands set forth on educators today and the concern of how they effect morale, more and more teachers are leaving the field of education due to job dissatisfaction. Therefore, it is vital for more research to be conducted to determine the relationship between principal leadership styles, faculty morale, and faculty job satisfaction. This study can provide principals with information to assist them in developing positive relationships with the faculty to improve morale and job satisfaction.

Summary

This chapter provided a brief synopsis of the basis and direction of this study. It establish the importance of investigating the significance of the relationship of principal leadership styles, faculty morale, and faculty job satisfaction. Chapter I began with a brief description of leadership, leadership styles, faculty morale, and faculty job satisfaction. Next, a brief statement of the problem and summary of the purpose of the study will follow. Research questions were posed. Definitions of terms used in the study followed, along with possible delimitations and assumptions. Lastly, there is a justification of the

study. The next chapter encompasses a review of the literature pertaining to components of this study.

CHAPTER II

REVIEW OF THE LITERATURE

History of the School Principal

Before there was a school principal, the school was in essence, the teacher. Schools consisted of a building with one room, which was solely for classroom space. They were ran by one individual known as the teacher, or master, and answered to their local communities in terms of what was expected of the them (Kafka, 2009). The teacher was the classroom instructor and also the building manager (Rousmaniere, 2007). By the mid-nineteenth century, principals emerged as leaders into U.S. schools (Rousmanier, 2007). The first principals' position was created when students were separated by age and divided by grade, under a single teacher in separate classrooms (Rousmaniere, 2007). The first principal was known as the principal teacher or head teacher. The principal teacher was still a teacher and continued with the duties of a teacher but also had extra managerial and administrative responsibilities (Kafka, 2009). These were simply the middle positions between the district office and the school. The supervising of all classes, administering of discipline, and organizing of the courses of study were under the authority of the head teacher for each grade or department (Rousmaniere, 2007). By the end of the nineteenth century, the principal teacher no longer had teacher responsibilities (Kafka, 2009). The principal teacher was now known as the school principal and was seen as a powerful and important head of the school (Kafka, 2009).

Changing Role of the Principal

Throughout history, the role of the principal has been in a constant state of change. The early principal's role as Rousmaniere (2007) discusses, varied from different school systems, with some systems assigning the principal minor operational duties and

other systems assigning them clerical work such as record keeping duties. In the mid-nineteen hundreds, the role of the principal became more managerial, instructional, and political (Crippen, 2005). Principals were “expected to lead and instruct teachers, to monitor students, to communicate with the district, and to work with parents and members of the community” (Kafka, 2009, p.324). The principal’s performance and job security were founded on the public’s perception of the school’s accomplishments based on the highest achieving students in the school (Brown, 2006; Herrington & Wills, 2005).

By the twentieth-century, the position of the principal was viewed much differently. Principals were now considered administrators and holding collegiate degrees in education became a requirement along with licensing (Kafka, 2009). Education is ever evolving and with this change in the latter part of the twentieth-century, came what we know as accountability. In (2002), No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) brought accountability to the forefront of public education in the United States (Lynch, 2012). Due to NCLB (2002) and IDEA (2002), a principal’s job performance became based upon the performance of all students in the school, not just the highest achieving ones (Lynch, 2012). Consequently, principals are now evaluated on students successes; they are expected to show growth in student achievement and schools are ranked according to the achievement performance indexes and school growth models mandated by NCLB (2002) (Mendel, Watson, and MacGregor, 2002).

With the new accountability standards, the roles and responsibilities of the principal can be very demanding. The principal not only has the responsibility of managing a school but is also expected to take on the role of a leader (Lynch, 2012). Today’s principalship has evolved from principal-teacher to manager to now an

instructional leader with the accountability of improving the achievement of the students and the school as a whole. Leone, Warnimont, and Zimmerman (2009), suggest that tomorrow's principal must be an active manager of change in the school. Marzano et al. (2005) state that today's principals are leading others to change without knowing the outcomes and constantly thinking of better ways of doing things. Cawelti (1984) clearly states his thoughts of a leader when he comments: "Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a "good" leader" (p. 3). According to Gorton et al. (2007), the principal is the most influential person in the school with the most significant role in the school's improvement.

Leadership

Leadership is a concept that can be vague and misunderstood. It has been theorized as a process of change (Glynn & DeJordy, 2010). To define leadership is very difficult due to the diversity and complexity in which it can be expressed (Cragg & Spurgeon, 2007). Merriam-Webster (2012) defines leadership as the office or position of a leader, the capacity to lead, and the act or an instance of leading. Hogan and Kaiser (2005) define leadership as when one has the capability to persuade others to set aside their own concerns and work together on a common goal for the greater good of the group. They state that leadership is "building cohesive and goal-oriented teams" (Hogan & Kaiser, 2005, p. 3). Even though all definitions of leadership are different, they all share the view that leadership involves the process of influence (Jago & Vroom, 2007).

Throughout history, theorists have viewed the different effects of influence in which leaders have among others. These different effects have been broken down into theories. Over the years theories about leadership have changed. Historically, there were

three primary traditional leadership theories: trait, behavior, and contingency theories (Kayworth & Leidner, 2002). Now, according to Sanders and Davey (2011) there are said to be five main theories: trait, contingency, behavioral, transactional, and transformational. The theories included in this research on leadership are: Great Man, Trait, Situational, Transactional, Transformational, Distributed, Servant, and Instructional. Below is a brief description of each theory.

Great Man Theory

The most antiquated theory of leadership and most likely the first documented is the great man theory (Bolin, 2007). The primary assumption of the theory is that great leaders were born with the innate ability to lead others (Schultz, 2001). Knab (2009) stated that these leaders naturally possessed certain characteristics of leadership. It was also assumed through this theory that these leaders would ascend when the need for that type of leader was necessary (Lippitt, 1969). In the early twentieth-century, the great man theory progressed into what is known as the trait theory (Kirkpatrick & Locke, 1991).

The Trait Theory

Within the trait theory, it is suggested that individuals are born leaders and have an innate dominance about them that naturally gives them positions of power or importance (Cragg & Spurgeon, 2007). That is, leadership is a trait these persons are born with rather than an ability they develop over time (Cragg & Spurgeon, 2007). Adair (1988) states that charisma, intelligence, and courage are identified traits of leaders under this theory. Character, appearance, social background, intellect, and ability are also considered traits within this theory (Taylor, 1994).

Ralph Stogdill, a prominent theorist, determined through a review of literature of the trait theory that “a person does not become a leader by virtue of the possession of

some combination of traits” (Stogdill, 1948, as cited in Kirkpatrick & Locke, 1991, p.48). Bass (1990) stated that Stogdill categorized successful leaders into six trait categories: accomplishment, accountability, contribution, status, and situation (Bass, 1990). After conducting a study, Kirkpatrick and Locke (1991) found evidence that traits do matter in leadership. They established six traits that differentiate leaders from non-leaders: drive, desire to lead, honesty and integrity, self-confidence, cognitive ability, and business knowledge (Kirkpatrick & Locke, 1991). Although researchers have disregarded the trait theory due to inconclusive results and no tangible evidence on the development of leadership, the selection of our leaders today are still influenced through this theory (Cragg & Spurgeon, 2007).

Situational Leadership

Situational leadership implies that a person emerges as a leader through specific situations and contexts. Lippitt (1969) states “Leadership must be flexible in style to meet the need of a particular situation...” (p. 2). Cragg and Spurgeon (2007) reported that through this model, leadership potential is embedded in us all. That is, leadership is often dictated by workplace settings and may take place at the individual level or a collective level (Cragg & Spurgeon, 2007). In the research about Situational leadership, several approaches are discussed: Fiedler’s Contingency Model, the Path-Goal Theory, Hersey and Blanchard’s Situational Leadership, and Bolman and Deal’s Situational Model.

Fiedler’s Contingency Model was developed by psychologist, Fred Fiedler. Fiedler was the first to complete a model that looked at leadership traits and situational aspects (Jago & Vroom, 2007). In the model, the following three factors were used to determine what influence a leader has over others: leader-member relations, follower-task structure, and leader-position power (Jago & Vroom, 2007). Leader-member relations is

the relationship denoting trust, loyalty, respect, and affection between the leader and the follower (Hackman & Johnson, 2000).

Follower-task structure is the flexibility or lack thereof with the performance of a task by the follower (Hackman & Johnson, 2000). Leader-position power is when the leader has the authority to give incentives or punishment to the follower (Hackman & Johnson, 2000). According to Jago and Vroom (2007), “The implication of Fiedler’s theory is for a leader to be placed in a situation that is favorable to his or her style” (Jago & Vroom, 2007, p. 20). The contingency model theory is built upon the idea that a leader expresses behavior that is contingent upon a specific situation at a specific time.

The Path-Goal Theory was inspired by Martin Evans but was developed by Robert House (Wikipedia, 2012) and was based on contingency leadership. This theory is based upon the idea that a leader will be more successful if they explain the path followers need to take in order to receive incentives (Knab, 2009). Knab (2009) also explained that leaders need to increase the quantity of incentives available to others. According to Jago and Vroom (2007), “This theory suggests that the leader’s role is to create and manage subordinate paths toward individual and group goals, to clarify expectations, and to supplement the environment when sufficient rewards from the environment are lacking” (p. 20). There are four types of leadership behaviors that exist in this theory: directive, achievement-oriented, participative, and supportive (Wikipedia, 2012). It is stated that leaders can assume any of the four types of leadership depending on the situation at the time (Wikipedia, 2012). The path-goal theory presumes that leaders are flexible as the situation requires them to be (Lunenberg & Orenstein, 2004).

In 1969, Paul Hersey and Kenneth Blanchard develop their situational leadership theory. The theory is similar to the path-goal theory but is based off of Reddin’s 3-D

management style theory (Northouse, 2004). Hershey and Blanchard identify four leadership styles relating to the theory: directing, coaching, supporting, and delegating. The model is based on a two by two format: one dimension is high and low relationship behaviors with the other dimension being high and low task behaviors (Knab, 2009). They suggest that the leader should reflect upon the circumstance to determine the style needed to be an effective leader (Lunenburg & Ornstein, 2004).

Bolman and Deal's situational model consists of four major perspectives commonly known as frames (Bolman & Deal, 1997). The four frames are the structural frame, the human resource frame, the political frame, and the symbolic frame. The structural frame is to be used when there is a stable authority and little conflict. The human resource frame is to be used when there is low morale. The political frame is to be used when there are a limited amount of resources. The symbolic frame is to be used when there is confusion and uncertainty among the group. It is suggested that a leader can be in a particular frame depending on the situation and the environment at a particular time. Bolman and Deal suggest that leaders should be knowledgeable of all four frames and not be contingent upon only one or two (Bolman & Deal, 2008).

Transactional Leadership

A transactional leader is known for the mutual changing of one's duty and reward that are controlled by the principal (Leithwood & Janzi, 1999). This type of leader is more like a manager who oversees human resources, financial sources, materials and technology and ensures that teachers receive materials needed for teaching (Griffith, 2004). Transactional leaders focus only on the basic needs of their staff but do not have the characteristics to provide motivation, satisfaction, or commitment (Leithwood & Jantzi, 1999). The difference between transactional and transformational leadership are

the rewards or punishments that followers endure for meeting or failing to meet the set goals in the transactional model (Griffith, 2004). The rewards can be financial or nonfinancial (Griffith, 2004). Through transactional leadership, the leader takes corrective action to address concerns or issues (Hargis, Watt, Piotrowski, 2011).

Transformational Leadership

A transformational leader is defined as one who increases the interest of the staff in waiting to achieve higher performance, and also one who develops and reveals the commitments and beliefs for the organization (Sagnak, 2010). There are several positive effects with this type of leadership, such as positive influence, inspiring others, consideration of others, and encouragement to others (Morton, Barling, Rhodes, Masse, Zumbo, & Beauchamp, 2011). Transformational leaders inspire their followers to do more than what is expected of them by raising their level of knowledge about the paths they need to be on and the outcomes of those paths (Ediger, 2009). According to Horan, “The overriding element of successful transformational leadership is to involve people in the process of leading” (Horan, 1999, p. 21).

Following the assumptions of the transformational theory, Kouzes and Posner (2002a), established five practices of exemplary transformational leaders. These five practices are: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Model the Way represents leaders who are leading by example (Kouzes & Posner, 2002b). Leaders set examples for others in the organization by the leader being involved in what is expected of others (Kouzes & Posner, 2002a). Inspire a Shared Vision is when the leader can express the vision of his/her schools to others in a way that shows enthusiasm and finds commonality among the group (Kouzes & Posner, 2002a). Challenge the Process is how the leader evaluates

the group and then uses innovative ways to improve (Kouzes & Posner, 2002a) . Enable Others to Act is the leader's ability to create trust among the group and encourage shared leadership to create teamwork so the group can work toward the organizational goals (Kouzes & Posner, 2002a) . The practice Act and Encourage the Heart refers to the leader showing appreciation and that they care about the group and organization (Kouzes & Posner, 2002a).

Servant Leadership

The theory of servant leadership, originates in the 1970's by Robert Greenleaf, when he wrote the essay entitled, "The Servant as a Leader" (Knab, 2009). The primary idea of servant leadership is that the leader is a servant first to others. The servant leader focuses on the highest priority needs of the others in the group first, with the notion that others in the group will then be drawn to the leader (Lucaschi-Decker & Bocarnea, 2007). Larry Spears (1998) identifies ten characteristics of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of others, and building community. According to Knab (2009) to be a servant leader, one must not only take care of the organization's priority needs but also the individuals who work for that organization. He writes: "It is through taking care of people that successful servant leadership is able to come to fruition" (Knab, 2009, p. 2).

Distributed Leadership

Distributed leadership is also referred to as democratic leadership, shared leadership, or team leadership (Spillane, 2005). Spillane (2005) describes distributed leadership as an "interaction between people and their situation" (p. 144); it is about leadership practice instead of being about the leader himself, his roles, or functions.

Despite the differences among authors with regards to defining distributed leadership, most of them agree that there are two underlying principles of distributed leadership: “(1) Leadership is a shared influence process to which several individuals contribute; (2) Leadership arises from the interactions of diverse individuals which together form a group or network in which essential expertise is a dispersed quality” (Ameijde, Nelson, Billsberry, Meurs, 2009, p. 766). Some researchers believe that leadership is always shared or distributed within the organization, and it is believed that school leaders should want this type leadership and should promote it in their organizations (Flessa, 2009).

Leadership Styles

There are numerous different styles of leadership documented through research which are based upon diverse theories and assumptions. The most common leadership styles are identified by Goleman, Boyatzis, and McKee (2002, 2004) as: visionary, coaching, democratic, affiliative, pacesetting, and commanding. A positive climate, where individuals are eager to do their best is generally associated with the first four styles: visionary, coaching, democratic, and affiliative (Goleman, 2006). However, the last two styles, pacesetting and commanding, tend to promote a negative climate, and success is generally not accomplished with the exception of situations that are considered life-threatening where these type of leaderships are needed (Blankenstein, 2010). Each style has its own strengths and challenges and is useful in specific situations. The most successful leaders are skilled in all six leadership styles and know when to use the correct style for the circumstance (Fontaine, Malloy, & Spreier 2006).

The visionary leadership style is known to some as authoritative and directs the group to a common goal (Fullan, 2001). According to Spreier et al. (2006), visionary leaders gain support of others not by telling others what to do, but by being open to the

group in terms of challenges and responsibilities, as well as the direction and goals which it needs to accomplish. Visionary leaders do not just make themselves knowledgeable on the direction the organization is headed, but they ensure that everyone involved is knowledgeable of the direction (Ibarra & Obodaru, 2009). McLaughlin (2001) states that visionary leaders bring out the best in others while creating a shared sense of purpose through the group. Visionary leadership requires “core values, clear vision, empowering relationships, and innovative action” (McLaughlin, 2001, p.1). Core values are demonstrated by expressing a sense of honesty and releasing a sense of drive, strength, and determination (McLaughlin, 2001). A clear vision is demonstrated by the leader who visualizes their future and the direction on how to get there through knowing what is possible (McLaughlin, 2001). Relationships are empowered by the leader being compassionate, treating others with kindness, and making them feel as if they are the greatest asset to the organization (McLaughlin, 2001). McLaughlin (2001) states that if a leader does not encompass all of the dimensions, a vision cannot be established.

Coaching leadership style was first explained by Hershey and Blanchard in 1960. This style is said to be a tool for investing in the future by teaching behaviors, techniques, and procedures to the people of the organization for their success (Mills, 2007). The coaching leader assists individuals with their personal development in their career through determining their strengths and weaknesses and providing them with the knowledge and tools to accomplish their goals (Goleman et al., 2002; 2004). This leadership style is a situational type style and is most effective when the follower is knowledgeable that there is a weakness and is receptive to the concept of change (Fullan, 2001). Golman et al. (2002) stated that these type of leaders may be unsuccessful at short-term goals in order to achieve success with long term goals.

The democratic leadership style, also known as participative leadership style, involves other individuals in decision making (Goleman, 2006). Democratic or participative leaders must be clear and decisive about the direction in which the group needs to go so the group does not consume too much time on a decision (Mills, 2007). This leadership style is most suitable in situations where the leader needs input, guidance, or buy-in from other members of the group (Arond-Thomas, 2004). According to Mills (2007), allowing others to make decisions instead of the administrator could raise questions in the minds of others as to the ability of the leader.

The affiliative leader is known for putting his/her followers above the organization (Mills, 2007). According to James (2011), affiliative leaders are greatly successful at building relationships, trust, and harmony within a group. The leader of this style values the feelings and emotions of the people they lead rather than the tasks and goals of the organization (Haller, 2011). This type of leader believes that by building strong emotional bonds among others in the group, success will come through loyalty (Haller, 2011). Goleman et al. (2004) stated that due to the leader's focus on the emotions of individuals, the performance of those individuals tends to be unsuccessful. In relation to the poor performance of the individuals, mediocrity is created amongst the group (Haller, 2011). James (2011) states that leaders should not use the affiliative leadership style as the only style of leadership. Haller (2011) believes that the affiliative leadership style is best if the leader also adapts the authoritarian or visionary style in conjunction with the affiliative style.

Leaders who lead by example are known as pacesetter leaders (Goleman, 2006). The pacesetter leader pushes him/herself and members of the team to achieve levels never achieved before. Members of the team who are poor performers are identified by

the leader and expected to perform as the others in the group, or they risk being replaced (Mills, 2007). A pacesetter leader is never satisfied with the achievements of the team, but is always trying to perform at levels never reached before and even some which may seem impossible to reach (Mills, 2007). Due to the overwhelming demands of the leader, this style can lead to decreased morale (Greenfield, 2007).

The commanding leadership style is commonly known as authoritarian or directive (Fontaine, Malloy, Spreier, 2006). This type leadership is very demanding of compliance from everyone in the group (Greenfield, 2007). The commanding leader tells the members of the group exactly what to do and when it is expected to be done (Fullan, 2001). This top-down approach can lead to low morale and a negative work environment (Goleman et al., 2002). The commanding leadership style works well in crisis situations and when members of the group need redirecting due to low performance (Fontaine et al., 2006).

Instructional Leadership

Traditionally, school principals have been considered a supervisor or manager of a school (Andrews, Basom, & Basom, 1991). In the past two decades, instructional leadership has been the most prevalent term in education (Marzano et al., 2005). Now with No Child Left Behind (2002) and other accountability requirements, school districts have put forth efforts to develop principals into instructional leaders. As an instructional leader, principals must communicate an explicit and comprehensive vision of how children learn and actively assist teachers (Johnson, 2008). An instructional leader creates job satisfaction, effectiveness, commitment from the entire staff, school improvement, positive climate, collaborative school culture, and great teacher morale (Fullan, 2002).

Several studies have been conducted on the importance of the role of the principal as an instructional leader. For example, Andrews and Soder (1987) conduct a study that found evidence that high achieving schools are connected with strong, motivated instructional leaders and also found that the teachers in the school perceived their principals as strong leaders. It was also found that schools where teachers perceived their principals to be weak leaders or average leaders, the school was not considered to be a high achieving school (Andrews & Soder, 1987). A study conducted at the University of Maryland, found evidence that student and school success was influenced by the leadership style of the principal (Sherman, 2000). Waters, Marzano, and McNulty (2003), also found through their research that the leadership style of the principal could either have a positive or negative effect on the success of the students. Furthermore, through their research, Waters, et al. (2003) identified 21 leadership responsibilities which have a significant relation with student achievement. The 21 responsibilities, listed in order from greatest correlation to least greatest were:

1. Situational awareness – The leader is aware of the climate, culture, and running of the school and uses that information to attend to the current issues and any potential problems that may arise (Waters et al., 2003).
2. Intellectual awareness – The leader provides the staff with information on current theories, and practices them on a regular basis, and promotes this information through the culture of the school (Waters et al., 2003).
3. Change agent – The leader constantly challenges the current situation (Waters et al., 2003).
4. Input – The leader includes the teachers in the decisions and implementation of policies and ideas for the school (Waters et al., 2003).

5. Culture – The leader provides a feeling of belonging through the support of shared beliefs and group cooperation (Waters et al., 2003).
6. Outreach – The leader is a representative of the school and a supporter to all stakeholders (Waters et al., 2003).
7. Monitors/evaluates – The leader monitors and evaluates the success of school practices through the effects on student achievement (Waters et al., 2003).
8. Order – The leader creates procedures and routines for the school (Waters et al., 2003).
9. Resources – The leader supplies teachers with the materials and knowledge they need for success (Waters et al., 2003).
10. Ideals/beliefs – The leader runs the school from his/her own strong ideas and beliefs about educating (Waters et al., 2003).
11. Affirmation – The leader acknowledges accomplishments through celebrations and identifies failures (Waters et al., 2003).
12. Focus – The leader establishes clear goals and objectives and promotes them throughout the school (Waters et al., 2003).
13. Discipline – The leader protects valuable teaching time by handling discipline or other issues that could result in a distraction in the classroom (Waters et al., 2003).
14. Knowledge of curriculum, instruction assessment – The leader promotes shared beliefs through a feeling of belonging and teamwork (Waters et al., 2003).
15. Communication – The leader has a strong communicative relationship with teacher and students (Waters et al., 2003).

16. Flexibility – The leader is comfortable with those who disagree and with how a situation may be handled (Waters et al., 2003).
17. Optimizer – The leader supports and encourages others to try new and challenging innovations (Waters et al., 2003).
18. Relationship – The leader expresses a sense of compassion and caring of others (Waters et al., 2003).
19. Curriculum, instruction, assessment – The leader makes certain of the implementation of curriculum, instruction, and assessment practices (Waters et al., 2003).
20. Visibility – The leader is constantly in contact with and available to teachers and students (Waters et al., 2003).
21. Contingent rewards – The leader acknowledges and rewards success (Waters et al., 2003).

According to Gentilucci and Muto (2007), these leadership practices will assist principals in structuring their schedule to focus their instructional leadership time on issues that impact student achievement. Therefore, it can be said that the improvement of instruction and thereby student achievement is accomplished through the behaviors attributed to the school as a whole, starting with the leader.

Teacher Morale

Teacher morale is the way teachers feel towards their jobs from their own observations of how they perceive their role and position as a teacher (Mackenzie, 2007). Edmunds (2009) describes teacher morale as the mental and emotional feelings that are felt from teachers about a specific task they must complete. Others have discussed teacher morale as the displaying of professional interest and enthusiasm toward the

achievement of goals associated with a situation by individuals or a group (Bentley & Blackburn, 1993). Therefore, high morale occurs when the individuals' needs are met through the goals being met. Low morale occurs when an individual is perceived as having little or no meaning in their profession (Wentworth, 1990). Mackenzie (2007) states that teacher morale has drastically changed with the new demands placed on the teaching profession. With the notion of administrators seeking excellence in schools, teacher job satisfaction, and understanding the factors that affect and contribute to it, must be addressed (Lester, 1990).

Factors that Affect Teacher Morale

Many researchers have conducted studies on the conditions that affect teacher morale. Through these studies four major areas are discussed in contributing to the effects of teacher morale: 1) working conditions; 2) administrative support; 3) mentoring support; and 4) input on decision making (Darling-Hammond, 2003).

Working Conditions

Studies have shown that working conditions play a major role in teacher morale which results in teachers' decisions to move from one school to the other or to leave the teaching profession all together (Darling-Hammond, 2003). Cochran-Smith (2004) states that teachers need school conditions where they can feel successful, are supported, and have opportunities to work collaboratively with other educators instead of in isolation.

Administrative Support

Bolton (2002) conducted a study and found that teachers were less likely to leave due to insufficient salaries, but were leaving the teaching field due to a lack of professionalism, collegiality, and support from their administrators. According to Connolly (2007) teachers want calm, well-balanced, and helpful leaders. Administrators

must not only be supportive, but also accessible to their teachers, supportive of a positive school climate, while helping teachers rather than create new problems for them (Cohen, 2007; Day, Petty, & Smith, 2008). Teachers want to feel a sense of solidarity with the administrator instead of fear or intimidation (Day et al., 2008). Day et al. (2008) report that it is imperative for the success of schools, that administrators empower teachers and work towards meeting their needs.

Mentoring Support

According to Darling-Hammond (2003), schools can greatly benefit from the administration inducting and supporting mentoring programs for teachers, especially first year teachers. These programs help new teachers by improving their attitudes about themselves, which gives them feelings of efficacy and helps with their instructional skills (Darling-Hammond, 2003). Studies have confirmed with compelling evidence that these programs raise retention rates tremendously if supported by the school administration (Darling-Hammond, 2003). Mentor programs are not just for beginning teachers; they can also benefit veteran teachers. Veteran teachers need ongoing challenges to keep them stimulated and excited about the profession, and mentoring and coaching gives them a feeling of belonging and allows them to learn new ideas (Darling-Hammond, 2003).

Teacher Input

Williams (2003) states “Effective principals value teachers as individuals, take them seriously, and support their ideas for innovations, and trust them to do their jobs conscientiously without a great deal of oversight” (p. 74). Graham (1996) asserts that “To thrive in a collegial setting it is important for a teacher to be an active influence on the school culture rather than a passive bystander” (p. 46). When teachers have the opportunity to assume leadership and responsibilities in decisions on school change, they

increase their commitment to the school and the district and increase their job satisfaction.

Leadership Effect on Morale

Principals encompass the authority, power and position to influence the climate of the school (Daugherty, Kelley, & Thornton, 2005). As stated by Daugherty et al. (2005), “Leaders must be able to correctly envision the needs of their teachers, empower them to share the vision, and enable them to create an effective school climate” (p. 23). Evans and Hunter-Boykins (1995) state that “the primary responsibility for motivating the teachers toward achieving organizational goals lies with the principal”(p. 8).

In a study performed by Bhella (1982) using The Principal Leadership Style and the Purdue Questionnaires, there was found to be a significant relationship between the rapport of teachers and principals and the concern that the principal had with people and production. According to Bhella (1982), faculty members have a better rapport with principals who demonstrate high levels of concern for others and concern for the products of others.

Teacher Job Satisfaction

Hoppock (1935) defines job satisfaction as “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’” (p. 47). Papanastasiou and Zembylas (2005) define teacher job satisfaction as “the level of teacher satisfaction by matters related to these conditions: student achievement, decision-making ability, and self-growth” (p. 433). According to Hongying (2007), teacher job satisfaction refers to the way teachers view their profession and the attitude they have towards that profession. Regardless of the definition, teacher

job satisfaction has been found to have an effect on teaching, the school, and the success of administration (Bolin, 2007).

Over the years there has been many studies conducted with a goal of determining factors which affect teacher job satisfaction. One of the earliest studies conducted on teacher job satisfaction was completed by Robert Hoppock in 1935. Hoppock conducted his research by interviewing and surveying workers in a community and in the teaching profession and came to the conclusion that the work environment, expectations of family and community, and emotional instabilities all have an effect on job satisfaction (Brief & Weiss, 2002). Hoppock proposes that there are six major components of job satisfaction: (a) ways that others act in situations; (b) the work environment; (c) how others perceive an individual; (d) type work; (e) job security; and (f) loyalty (as cited in Locke, 1976).

In 1959, Herzberg proposed a two-factor theory in relation to two job factors, satisfaction and dissatisfaction (Bolin, 2007). Sergiovanni (1967) conducted a study on 56 teachers, using the same interviewing techniques as Herzberg to determine if Herzberg's two-factor theory relates to educators. In the study, Sergiovanni (1967) discovered that teacher job satisfaction was significantly influenced by recognition and achievement. Savage (1967) also conducted a study using Herzberg's two-factor theory as the base for his study. Savage (1967) concluded through his research on 60 teachers that teacher satisfaction was greatly affected by the influence of supervision and that supervision impacted one's personal life. Herzberg, Mausner, and Snyderman (1959) conducted a study to determine the differences in job satisfaction of satisfied and dissatisfied teachers, associating teachers' higher order needs with the satisfying factors and teachers' lower order needs with dissatisfying factors (Dinham & Scott, 1998).

Decades later, Albert and Levine (1988) conduct a study in an effort to identify factors that have an effect on the job satisfaction of teachers. After collecting over 2,000 surveys from New Brunswick Elementary School in Canada, several factors are identified as contributing to the dissatisfaction of teachers (Albert & Levine, 1988). The factors, which are identified as contributing to the dissatisfaction of teachers, are inadequate resources, lack of communication from administration, not being able to contribute to the decision making process, inefficient professional development, low pay, and too much paperwork (Albert & Levine, 1988).

Anderson and Klassen (2009) conduct a study in 2007 comparing their findings to the findings of a study conducted by Rudd and Wiseman in 1955 (Anderson & Klassen, 2009). Rudd and Wiseman (1962) survey 590 teachers from the University of Manchester's School of Education in an effort to determine factors which were satisfying and dissatisfying to the teaching profession. Anderson and Klassen (2009) conclude in their study that dealing with difficult students and a lack of time are at the top of the dissatisfying factors. Whereas, Rudd and Wiseman's study (1955) conclude that poor building conditions and class sizes are the top dissatisfying factors (Anderson & Klassen, 2009) .

One of the more recent studies completed in 2009 is from the MetLife Survey of the "American Teacher: Past, Present and Future" (Adams, 2010). This study is complete using 1,000 surveys from American teachers throughout the nation in public schools (Adams, 2010). The study compares the results from the surveys they currently received to results from studies over 25 years ago. The MetLife Survey conclude that teachers who complete the present study are significantly more satisfied with their jobs than in studies

of the past (Adams, 2010). Today, teachers feel more satisfied with their compensation and also feel they receive more respect than 25 years ago (Adams, 2010).

Job satisfaction may be one of the most crucial aspects for any organization (De Nobile & McCormick, 2005; Xu & Shen, 2007). Satisfied employees will stay with the organization, whereas dissatisfied employees will leave the organization or may cause problems for the organization (De Nobile & McCormick, 2005; Xu & Shen, 2007). Weasmer and Woods (2004) note, “Teacher job satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes” (p. 118). According to Kocabas and Karaköse (2002), it is important to keep teachers satisfied because they are the main support for the organization. School leaders can help increase teacher job satisfaction by identifying the factors that lead to satisfaction and using that information to the best of their ability to improve teacher job satisfaction (Taylor, Martin, Hutchinson, 2007). Shann (1998) state, “Teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness” (p. 67). Education succeeds or fails based on teachers’ perceptions of their jobs and their satisfaction with it (Bogler, 1999).

Teacher Retention

Bogler (2002) states that job satisfaction is a major concern and must be taken seriously due to its effect on teacher retention. School systems must take a responsibility in locating, keeping, and supporting good teachers (Darling-Hammond, 2003). Teachers may demonstrate poor teaching performance and have less organizational commitment if they are dissatisfied with their job (Ingersoll, 2001). When a teacher is satisfied with their job, their job performance improves, retention and student achievement increase, and collaboration is promoted (Weasmer & Woods, 2004). In order to increase teacher

retention, school systems and school leaders must learn what factors are related to teacher job dissatisfaction (Bogler, 2001).

Ingersoll (2001) conducted a study and concluded that teachers leave the teaching profession due to low salary, lack of administrative support, lack of motivation from students, no discipline support, and a lack of shared decision-making among the staff. Darling-Hammond, 2003) conducted a study and found four major factors which have an impact on teachers leaving a school or the profession all together: (a) salaries; (b) working conditions; (c) preparation; and (d) beginning teacher support and training. According to Billingsley and Cross (1992), teachers who are satisfied in the field and intend to stay have “greater leadership support, more work involvement, and lower levels of role conflict and stress” (p. 465).

According to Dill and Stafford-Johnson (2008), “...50% of new teachers leave the profession within the first five years” (p. 2). Beginning teachers leaving the profession are likely assigned to teach low-performing students and do not receive significant administrative support (Darling-Hammond, 2002). Teachers planning to stay more than five years are those who receive professional development, mentoring support from other teachers, and are enrolled in early induction programs (Barnett, Drew, Ferriter, & McClennahan-Banks, 2006). Therefore, the role of the principal is extremely important in providing the support and necessities in the daily functions of a teacher to increase retention (Greiner & Smith, 2006).

Teacher Commitment and Motivation

Job satisfaction is a contributing factor to an individual’s commitment to an organization in terms of whether or not the individual will stay with the organization (Ma & MacMillan, 1999). A teacher’s perception of how the organization meaningfully

involves him or her is a key factor to teacher commitment (Ma & Macmillan, 1999). Some other factors that contribute to organizational commitment are leadership styles, how the organization values their teachers, the environment, years of experience, and teacher collaboration (Alfolabi, Obude, Okediji, & Ezech, 2008; Chen, Chen, & Chen, 2010; Hulpia, Devos, & Rosseel, 2009).

According to Kitsantas and Ware (2007), teacher commitment is influenced directly by the leader of the school. Effective school leaders motivate their teachers to be a part of the organization and inspire them to work towards a shared vision (Kouzes & Posner, 2011). When teachers receive administrative support and feel that others perceive their role as important, they are more motivated to stay in the profession (Bernhardt & Ellis, 1992).

There are many reasons teacher motivation is an important factor (Cheng, Choy, & Lam, 2010). The first reason is that teacher motivation has a major effect on student achievement (Jesus & Lens, 2005). The second reason is that teacher motivation has an impact on teacher attendance (Butler, 2007). The third reason is that there is less teacher burnout when teacher motivation is positive (Jesus & Lens, 2005). Davis and Wilson (2000) state that school leaders need to establish relationships with the teachers, collaborate with the teachers on decision-making, and inspire and guide teachers to achieve the shared vision. A lack of support from administration increases emotional exhaustion for teachers and decreases their sense of accomplishment (Piotrowski & Plash, 2006).

Teacher Empowerment

Lightfoot (1986) defines empowerment as “the opportunities a person has for autonomy, responsibility, choice, and authority” (p. 9). Short (1994) describes

empowerment to occur when “school participants develop the competence to take charge of their own growth and resolve their own problems” (p. 488). Hoy and Sweetland (2000) define empowerment as “the extent to which teachers believe they are involved in important classroom and instructional decisions” (p. 704). The level of empowerment at which teachers perceive themselves to have is related to their organizational commitment and job satisfaction (Short & Wu, 1996).

Papanastasiou and Zembylas (2005) define teacher empowerment as “investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach” (p. 437). Empowerment has brought attention to the importance for teachers to be included in making decisions regarding their teaching and student learning (Overton, 2009). The more teachers are included in the decision making process, the more satisfied they are with their jobs and have a greater sense of empowerment (Davis & Wilson, 2000).

Rinehart and Short (1992) identify six dimensions of teacher empowerment: (a) teacher participation on decision making; (b) teacher impact on school life; (c) teacher autonomy; (d) teacher status; (e) professional development opportunities; and (f) self-efficacy. Papanastasiou and Zembylas (2005) believe that teacher empowerment is a theory that has developed into something powerful due to the current demands on education and school improvement. According to Pearson & Moomaw (2005), teacher empowerment is the key component in helping resolve the problems with school reform today.

Perceptions of Leadership Styles and Teacher Job Satisfaction

Job satisfaction is essential for all sectors of work to be successful. In education, the school principal is one of the most important and influential people when it comes to

teacher job satisfaction. School principals who are supportive, good listeners, compassionate, and encourage teacher autonomy have higher levels of teacher satisfaction at their schools (Dzubay, 2001). Teachers who receive support from their administrators are included in the decision-making process and who work in a positive school climate, are more satisfied with their jobs and more likely to stay in the profession (Lumsden, 1998).

For the past decade, education has changed drastically in terms of curriculum, accountability, student responsibilities, and teacher responsibilities (Bogler, 2001). Due to these changes, leadership approaches have had to change as well. School leaders are no longer just the manager of a school. Now they have to be both managers and effective instructional leaders of the school. Effective school principals are the key to successful schools (Blasé & Blasé, 1998). Furthermore, the relationship between teachers and their school principal is essential to the success of the school (Deckert-Pelton & Zimmerman, 2003). Several studies have been conducted on the relationship between principal leadership styles and job satisfaction of teachers.

Guagulwong (1981) conducts a study on the leadership styles of principals, teacher maturity level, and job satisfaction. The results of 151 elementary school teachers indicates that the maturity level of teachers do not influence the type of leadership behavior at which the leader exhibits, nor does the leadership behavior influence teacher job satisfaction (Guagulwong, 1981). A study Benit (1991) conducts on the relationship of principal leadership styles and teacher job satisfaction indicates that principal leadership style does affect teacher job satisfaction. Benit (1991) concludes that job satisfaction is high when principals use high task/high relationship or “selling” and low task/high relationship or “participating”, but job satisfaction was low when principals use

low task/low relationship or “delegating” (Benit, 1991). Perkins (1991) conducts a study similar to the study by Benit. The results from Perkins (1991) study is conclusive with those of Benit.

Smith (2000) also conducts a study on the relationship between principal leadership styles and teacher job satisfaction. Smith (2000) like Perkins, uses the LEAD-Other instrument to measure principal leadership style but uses Charlotte-Mecklenburg School System Teacher Survey to measure job satisfaction. The results for the surveys of 192 teachers is similar to those of Perkins and concludes that there is not a statistically significant difference between principal leadership styles and teacher job satisfaction (Smith, 2000). Teachers, just as in Perkins research, found to be most satisfied if they perceived their principal to be high task/high relationship and least satisfied if they perceived their principal as low task/low relationship (Smith, 2000).

Hamilton (2007) completes a study, investigating the relationship of perceived principal leadership styles and teacher job satisfaction. Conversely, the findings of Hamilton’s study conclude that there is a relationship between teacher job satisfaction and the perceived leadership styles of principals (Hamilton, 2007). Another study by Denton (2009) investigates how school principals can increase retention and job satisfaction of teachers. The results of the study found that teachers’ retention rates and job satisfaction can be increased if principals would treat teachers as professionals, be supportive, provide feedback, encourage positive relationships among staff, listen to teachers, and establish and encourage high expectations (Denton, 2009).

Summary

The review of the literature examines several resources and studies relating to principal leadership styles, faculty morale, and faculty job satisfaction. There was also

research included that demonstrated leadership effect on morale and the relationship of leadership styles to job satisfaction. Therefore, it can be said that leadership plays a vital role in faculty morale and faculty job satisfaction. It is the purpose of this study to determine if there is a relationship between principal leadership styles, faculty morale, and faculty job satisfaction.

CHAPTER III

METHODOLOGY

Introduction

This chapter provides an explanation of the designs and methods used in this study on the relationship between principal leadership styles, faculty morale and faculty job satisfaction. Included in this chapter is a detailed description of the research design, information on the participants involved, and the instrument used to conduct the research.

Research Design

The purpose of this study is to determine if there is a relationship between principal leadership styles, faculty morale, and faculty job satisfaction. This research study incorporated a correlational quantitative research design. This type of research attempts to explain samples from a certain population by gathering numerical data, putting that data into statistical analysis, and examining the relationships (Borg, Gall, & Gall, 2003). The quantitative data obtained by the researcher is used to answer the research questions. There are two different questionnaires used to obtain the data for this study. The questionnaires are completed by elementary teachers, assistant teachers, and all certified staff in elementary schools located in one school district. All teachers, assistant teachers, and certified staff at the participating elementary schools completes two surveys which includes a 100-item Purdue Teacher Opinionnaire (PTO) and a 30-item Leadership Practices Inventory-Observer survey. Both surveys provide the researcher with data regarding the teachers', and observers' perceptions of the leadership styles of the principal and the morale and job satisfaction of the teachers. The results of this study provides principals with information to assist them in developing positive

relationships with the faculty to improve morale and job satisfaction which, in turn, will improve student achievement.

Research Questions

The following research questions were addressed in this study.

1. Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and morale as measured by the Purdue Teacher Opinionnaire?
2. Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and job satisfaction as measured by the Purdue Teacher Opinionnaire?
3. Which of the five leadership practices measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for morale?
4. Which of the five leadership practices as measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for job satisfaction?

Participants

The population for this study are from elementary schools located in one specific school district on the Mississippi Gulf Coast. The researcher first received approval from the Institutional Review Board of The University of Southern Mississippi and from the superintendent of the school district. Out of the chosen school district, there are 14 elementary schools, but only 11 were used to collect data for this study (see Table 1). The elimination of the three schools is due to two of the schools having both elementary and middle school teachers on staff and the third elementary school is still being built and not

anticipating opening until August 2014. The school district chosen for this study was chosen due to the convenience of the geographical location of the elementary schools within the district. All teachers, assistant teachers, and certified staff (counselors, librarians, and school nurses) at the 11 participating schools were asked to participate in the study. Informed consent was obtained from all participants. It was explained by the researcher that all participation was strictly voluntary and confidential. It was also be explained to all participants that no identifying information was needed nor wanted and was not to be obtained through the study.

Table 1

Faculty Participants

School ID	Number of Surveys Per Type			Total
	Certified Staff	Teachers	Asst. Teachers	
1		6	43	32
2		5	33	20
3		5	35	25
4		5	36	24
5		5	30	17
6		5	37	20
7		5	30	7
8		4	8	5
9		4	25	11

Table 1 (continued)

School ID	Number of Surveys Per Type			Total
	Certified Staff	Teachers	Asst. Teachers	
10	5	51	23	79
11	5	39	18	62
Total	54	367	202	623

Instrumentation

This study uses two survey instruments which yield quantitative data: the Leadership Practices Inventory (LPI) and the Purdue Teacher Opinionnaire (PTO). The LPI is a 30-item survey instrument developed by James M. Kouzes and Barry Z. Posner (2002a). The researcher was granted permission by Kouzes and Posner to use the Leadership Practices Inventory (see Appendix A). There are two separate surveys for the LPI, a LPI- Self survey and a LPI-Observer survey, which yield information on the principal's leadership style or traits based upon the five principles of leadership as noted in Table 2. For this study, the researcher will use only the LPI-Observer survey. The PTO is comprised of 100 items in ten different factors which address faculty morale and job satisfaction as noted in Table 3.

The Leadership Practices Inventory (LPI) (see Appendix B) observer survey contains 30-items, which are answered on a 10-point Likert scale: (1) almost never; (2) rarely; (3) seldom; (4) once in a while; (5) occasionally; (6) sometimes; (7) fairly often;

(8) usually; (9) very frequently; and (10) always. The 30 questions on the LPI are divided into five practices of leadership known as the Five Practices of Exemplary Leaders by Kouzes and Posner (2002b) as noted in Table 2: (1) Model the Way; (2) Inspire a Shared Vision; (3) Challenge the Process; (4) Enable Others to Act; and (5) Encouraging the Heart. The teachers, assistant teachers, and certified staff at each participating school are asked to complete the LPI-Observer survey. This survey provides the researcher with quantitative data on how the teachers and staff view the principal or administrators' leadership style or traits. Reliability was measured by Kouzes and Posner (2002b) using a test-retest procedure with reliability coefficients of Cronbach's alpha ranging between .88 and .92.

Table 2

Five Practices of Exemplary Leaders

Factor	Category	Cronbach's alphas	Correlating Items
1	Model the Way	.88	1, 2, 6, 7, 11, 16, 21, 26
2	Inspire a Shared Vision	.92	12, 17, 22, 27
3	Challenge the Process	.89	3, 8, 13, 18, 23, 28
4	Enable Others to Act	.88	4, 9, 14, 19, 24, 29
5	Encouraging the Heart	.92	5, 10, 15, 20, 25, 30

The Purdue Teacher Opinionnaire (PTO) (see Appendix C) consists of 100 items which are answered on a four-point Likert scale: (1) disagree; (2) probably disagree; (3)

probably agree; and (4) agree. The 100 questions on the PTO are divided into 10 factors relating to faculty morale and job satisfaction as reported by Houchard (2005): (1) Teacher Rapport with Principal; (2) Satisfaction with Teaching; (3) Rapport Among Teachers; (4) Teacher Salary; (5) Teacher Load; (6) Curriculum Issues; (7) Teacher Status in the Community; (8) Community Support for Education; (9) School Facilities and Services; and (10) Community Expectations. See Table 3 for the title of each category and the questions correlating to each category. The researcher was granted permission by the Purdue Research Foundation to use the Purdue Teacher Opinionnaire (see Appendix D). Every teacher, assistant teacher, and certified staff at each participating school is asked to complete the PTO. This survey provides the researcher with quantitative data on the morale of the teachers and the satisfaction of the teachers at each participating school. The Purdue Teacher Opinionnaire survey is designed to allow the researcher to obtain information in regards to morale and job satisfaction as individual, school-wide, and district-wide. For this study, the researcher will only use the data to focus on district-wide. The researcher uses items in factors one and two listed as (1) teacher rapport with principal; and (2) satisfaction with teaching to get an overall total for faculty morale using factors three through ten listed as (3) rapport among teachers; (4) teacher salary; (5) teacher load; (6) curriculum issues; (7) teacher status in the community; (8) community support for education; (9) school facilities and services; and (10) community expectations, to get an overall total for faculty job satisfaction.

According to Norton (2009), “The reliability and validity of the Purdue Teacher Opinionnaire have been empirically tested and retested in hundreds of school settings since its first form was developed in 1967” (Norton, 2009, p.239). Bentley and Rempel (1980), use a test-retest reliability method to measure the reliability of the Purdue

Teacher Opinionnaire. The results of the reliability coefficients were Cronbach's Alpha ranging between .62 and .88 with a total reliability coefficient of .87 (Bentley & Rempel, 1980). All data from each survey is analyzed by using the statistical program SPSS, and Cronbach's alpha is used to test the reliability of the instrument.

Table 3

Purdue Teacher Opinionnaire Factors

Factor	Category	alphas	Correlating Items
1	Teacher Rapport with Principal	.88	2, 3, 5*, 7, 12, 33, 38, 41, 43, 44, 61, 62, 69, 70, 72*, 73, 74, 92, 93, 95
2	Satisfaction with Teaching	.84	19, 24, 26, 27, 29, 30*, 46, 47, 50, 51, 56*, 58, 60*, 76*, 78, 82, 83, 86, 89, 100
3	Rapport Among Teachers	.80	18*, 22, 23, 28, 48, 52, 53, 54*, 55, 77, 80, 84, 87, 90
4	Teacher Salary	.81	4, 9, 32, 36, 39, 65, 75
5	Teacher Load	.77	1*, 6*, 8*, 10*, 11*, 14*, 31*, 34*, 40*, 42*, 45*
6	Curriculum Issues	.76	17, 20, 25*, 79*, 88
7	Teacher Status	.81	13, 15, 35, 37, 63, 64, 68, 71*
8	Community Support for Education	.78	66, 67, 94, 96, 97
9	School Facilities and Services	.80	16, 21, 49, 57, 59
10	Community Expectations	.62	81*, 85*, 91, 98*, 99*

Procedures

The researcher first received approval from the Institutional Review Board of the University of Southern Mississippi and from the superintendent of the participating school district to conduct the study (see Appendix E). Upon receiving permission from the superintendent, the researcher provided each school with the appropriate number of surveys. The surveys were inside a large manila envelope marked "Surveys". Attached to each survey was a letter and a standard white envelope. The letter attached to each survey requested their participation in the study and provided them with the information needed to complete the survey and a specified date to complete the survey by. The letter explained that once each participant completed the survey, they were to place it inside the standard white envelope, seal it, and place it inside the large manila envelope which was located in the main office marked "Surveys". The letter also explained that their participation was strictly voluntary and confidential. The letter also stated that by filling out the survey, the participant was giving consent to participate. Participants were also made aware that there will be no negative consequences if they choose not to participate and that the information provided will not be shared with anyone other than the researcher and the researcher's dissertation advisors. The researcher called and emailed the principals of the participating schools to remind them of the pick-up date. The researcher went to each school and picked up the large manila envelopes. All paper surveys are kept in a locked file cabinet by the researcher until the completion of the project. After the completion of the project, all paper surveys will be destroyed.

Analysis

The quantitative data for this study was analyzed using a correlation to determine if there is a relationship between principal leadership styles, faculty morale, and faculty

job satisfaction. The researcher used the statistical program SPSS to analyze and compute frequencies, standard deviations, and means for all data collected. The independent variable was principal leadership styles, and the dependent variables were morale and job satisfaction. For the purpose of this study, the alpha level was set at .05 significance.

Summary

This chapter described and explained the methods which were used to conduct this study. It has stated the type of research and the purpose for the research. A description of participants and instruments to be used in this study were also provided. The procedures have been fully discussed, and the data analysis has been explained.

CHAPTER IV

ANALYSIS OF THE DATA

As stated in Chapter I, the purpose of this study was to determine if there was a statistically significant relationship between principal leadership styles, faculty morale, and faculty job satisfaction at selected elementary schools. The study identified whether a correlation existed between principal leadership styles and faculty job satisfaction and also principal leadership traits and faculty morale. Further, the study identified which particular leadership trait had a more significant correlation to morale and to job satisfaction. Responses on the surveys which correlated with each of the dependent variables were obtained from teachers, assistant teachers, counselors, librarians, and school nurses at 11 selected elementary schools. There were 623 surveys disseminated to school staff in the selected schools being surveyed. A total of 139 surveys were returned, yielding a 22% rate of return.

Description of Participants

The researcher selected 11 out of 14 elementary schools in one school district. The elimination of the three schools was due to two of the schools having both elementary and middle school teachers on staff and the third elementary school is still in the process of being built. There was participation from all 11 elementary schools. Of the 623 possible participants from the 11 elementary schools, 139 (N=139) or 22% agreed to participate by completing and returning their surveys. All participants worked in an elementary setting as the teacher, assistant teacher, counselor, librarian, or school nurse with students in grades kindergarten through sixth grade. Respondents of the Leadership Practices Inventory (LPI) rated the principal on his or her leadership traits using a 10-point Likert scale, with one being the lowest rating and ten

being the highest rating of how much a principal demonstrates one of the five effective leadership practices as noted in Table 4. According to the data reported in Table 4, the categories from the Leadership Practices Survey contain means that are closely related. The highest mean is identified as Model the Way, 7.61 (SD = 2.62). The lowest mean is identified as Encouraging the Heart, 7.17 (SD = 3.05).

Table 4

Descriptive Statistics for Leadership Practices Inventory (N = 139)

Category	Mean	Std. Deviation
Model the Way	7.61	2.62
Inspire a Shared Vision	7.52	2.92
Challenge the Process	7.34	2.81
Enable Others to Act	7.46	2.70
Encouraging the Heart	7.17	3.05
Total LPI	7.43	2.75

Scale: 1 = Low, 10 = High

Respondents of the Purdue Teacher Opinionnaire rate morale and job satisfaction using a 4-point Likert scale, with one being the lowest rating and four being the highest rating. Faculty morale is measured using the two categories, Teacher Rapport with Principal and Satisfaction with Teaching. Faculty job satisfaction is measured using the remaining 8 categories, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status in the Community, Community Support for Education, School Facilities

and Services, and Community Expectations. According to the data reported in Table 5, the overall faculty morale rates Satisfaction with Teaching as the highest of the two categories with a mean of 3.29 (SD=.43) and Teacher Rapport with Principal with a mean of 2.89 (SD=.83). The data in Table 5 also shows the overall faculty job satisfaction rates Rapport with Teachers as the highest category with a mean of 3.25 (SD=.45) and the lowest category as Teacher Salary with a mean of 2.61 (SD=.61). The categories in the Purdue Teacher Opinionnaire all show means that are closely related ranging from 2.61 to 3.29.

Table 5

Descriptive Statistics for Purdue Teacher Opinionnaire (N= 139)

Category	Mean	Std. Deviation
Teacher Rapport with Principal	2.89	.83
Satisfaction with Teaching	3.29	.43
Rapport Among Teachers	3.25	.45
Teacher Salary	2.61	.61
Teacher Load	2.73	.59
Curriculum Issues	3.05	.58
Teacher Status	2.84	.61
Community Support for Education	2.89	.64
School Facilities and Services	2.86	.71
Community Expectations	3.00	.55

Scale: 1 = Low, 4 = High

Statistical Test Results

In this study, four research questions were examined and answered. Multiple regression tests were used to measure Research Question 1 and Research Question 2 to

determine if there was a significant correlation between the variables in each research question. Pearson correlations were used to measure the results of Research Question 3 and Research Question 4 to determine if a correlation existed between the variables in each research question. In order for the statistical results to have been considered significant for this study, the result must have met the .05 ($p \leq .05$) significance level.

Research Question 1 was stated as follows: Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and morale as measured by the Purdue Teacher Opinionnaire? A multiple regression analysis was conducted to determine if there is a significant correlation between principal leadership practices and faculty morale based on how the teachers perceived their principals' leadership trait and how the teachers deemed the morale level for themselves. The multiple regression deems that there is no statistically significant relationship between principal leadership practices as measured by the Leadership Practices Inventory and morale as measured by the Purdue Teacher Opinionnaire. The regression is not statistically significant $F(2,136) = .694, p = .502, R^2 = .01$. Therefore, it is noted in this study that principal leadership practices do not show a significant relationship with faculty morale. The results for this test are shown in Table 6.

Table 6

Coefficients of Principal Leadership Practices for Faculty Morale

	Unstandardized Coefficients	Standardized Coefficients	
Variables	B	Beta	Sig.
Rapport with Principal	.36	.11	.24
Satisfaction with Teaching	-.36	-.05	.55

Note. Dependent Variable: Leadership Practices Inventory (Total LPI)

Research Question 2 was stated as follows: Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and job satisfaction as measured by the Purdue Teacher Opinionnaire? A multiple regression analysis was conducted to determine if there is a significant correlation between principal leadership practices and job satisfaction based on how the faculty perceived their principals' leadership trait and how the teachers deemed their satisfaction of their job. The multiple regression deems that there is no statistically significant relationship between principal leadership practices as measured by the Leadership Practices Inventory and job satisfaction as measured by the Purdue Teacher Opinionnaire. The regression is not statistically significant since $F(8,130) = .555$, $p = .813$, $R^2 = .03$. Therefore, it is noted in this study that principal leadership practices do not show a significant relationship with faculty job satisfaction. The results for this test are shown in Table 7.

Table 7

Coefficients of Principal Leadership Practices for Faculty Job Satisfaction

Variables	Unstandardized Coefficients	Standardized Coefficients	Sig.
	B	Beta	
Rapport among Teacher	-.75	-.12	.28
Teacher Salary	.34	.07	.51
Teacher Load	.14	.03	.76
Curriculum Issues	.08	.01	.87
Status in Community	-.80	-.18	.17
Community Support	.37	.08	.47
School Facilities	.23	.06	.60
Community Expectations	.60	.12	.29

Note. Dependent Variable: Leadership Practices Inventory (Total LPI)

Research Question 3 was stated as follows: Which of the five leadership practices measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for morale? A Pearson correlation analysis was conducted to determine if there is a significant correlation between any one of the five factors of the principal leadership practices and the two categories of morale; teacher rapport with the principal, and satisfaction with teaching as

measured by the Purdue Teacher Opinionnaire. The Pearson correlation deem there is no statistically significant relationship of the subscales of principal leadership practices as measured by the Leadership Practices Inventory and morale as measured by the Purdue Teacher Opinionnaire. As noted in Table 8, Rapport with the Principal, a measurement of morale, as measured by the Purdue Teacher Opinionnaire does not correlate with all five subscales of principal leadership practices as measured by the Leadership Practices Inventory. Also, noted in Table 8, Satisfaction with Teaching, a measurement of morale, as measured by the Purdue Teacher Opinionnaire does not correlate with all five subscales of principal leadership practices as measured by the Leadership Practices Inventory. Therefore, the perception teachers have of their principals' leadership practices does not align with the perception that teachers have of the importance of having a relationship with the principal or the satisfaction they have with teaching. The results for this correlation are shown in Table 8. Of these results, two out of the five subscales show a higher correlation than the others, Model the Way and Challenge the Process. The subscale with the lowest correlation is Encouraging the Heart.

Table 8

Pearson Correlation of Principal Leadership Practices and Faculty Morale (N=139)

		Rapport with Principal	Teacher Satisfaction
Model the Way	Pearson Correlation	.10	.00
Inspire a Shared Vision	Pearson Correlation	.09	-.01
Challenge the Process	Pearson Correlation	.10	.00
Enable Others to Act	Pearson Correlation	.09	-.01

Table 8 (continued)

		Rapport with Principal	Teacher Satisfaction
Encouraging the Heart	Pearson Correlation	.03	-.02

Research Question 4 was stated as follows: Which of the five leadership practices as measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for job satisfaction? A Pearson correlation analysis was conducted to determine if there is a significant correlation between any one of the five factors of the principal leadership practices and the eight factors of job satisfaction (rapport among teacher, teacher salary, teacher load, curriculum issues, teacher status in the community, community support, school facilities and services, and community expectations) as measured by the Purdue Teacher Opinionnaire. The Pearson correlation deemed that there is no statistically significant relationship of the subscales of principal leadership practices as measured by the Leadership Practices Inventory and job satisfaction as measured by the Purdue Teacher Opinionnaire. As noted in Table 9, the five subscales of principal leadership practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encouraging the Heart) as measured by the Leadership Practices Inventory do not correlate with any of the eight subscales of job satisfaction (rapport among teacher, teacher salary, teacher load, curriculum issues, teacher status in the community, community support, school facilities and services, and community expectations) as measured by the Purdue Teacher Opinionnaire. Therefore, the perception teachers have

of their principals' leadership practices do not align with the perception of the satisfaction that teachers have of their jobs. The results for this correlation are shown in Table 9.

Table 9

Pearson Correlation of Principal Leadership Practices and Faculty Job Satisfaction
(N=139)

	Model the Way	Inspire A Shared Vision	Challenge the Process	Enable Others to Act	Encouraging the Heart
Rapport among Teacher					
Pearson Correlation	-.21	-.03	.00	-.01	-.06
Teacher Salary					
Pearson Correlation	.05	.02	.02	.01	.00
Teacher Load					
Pearson Correlation	.06	.07	.10	.06	.06
Curriculum					
Pearson Correlation	.07	.08	.06	.02	.02
Teacher Status in Community					
Pearson Correlation	-.03	-.04	-.03	-.01	-.06
Community Support					
Pearson Correlation	.50	.03	.02	.03	.01
School Facilities					
Pearson Correlation	.06	.06	.06	.06	.00
Community Expectations					
Pearson Correlation	.10	.09	.10	.07	.06

Summary

Chapter IV provided an explanation of the findings of the data collected which was analyzed to determine if there was a relationship between principal leadership styles,

faculty morale, and faculty job satisfaction. This study used Pearson correlation and multiple regression tests to obtain information from the data collected. The researcher used two survey instruments which yielded quantitative data. Results from the surveys collected yielded no significant relationship on all four research questions. Therefore, the respondents indicated that their perceptions of their principals' leadership styles as measured by the Leadership Practices Inventory do not have a relationship with faculty morale or faculty job satisfaction as measured by the Purdue Teacher Opinionnaire.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine if there was a relationship between principal leadership styles, faculty morale, and faculty job satisfaction. Specifically, the study examined if the perception teachers had of their principals' leadership styles had an impact on faculty morale and faculty job satisfaction. Kindergarten through sixth grade elementary teachers in a school district located on the Mississippi Gulf Coast were asked to complete two survey instruments, The Leadership Practices Inventory (LPI) and the Purdue Teacher Opinionnaire (PTO). Both instruments yielded quantitative data which was used for this study. The components of this chapter consist of a summary of procedures and conclusions and a discussion of findings based on data and recommendations for future research.

Summary of Procedures

This study was conducted during the fall semester of 2013. After receiving written permission from the superintendent of the chosen school district located on the Mississippi Gulf Coast, approval was sought and granted by The University of Southern Mississippi's Institutional Review Board (IRB). The IRB approval letter is attached, see Appendix H. Principals at each of the selected elementary schools chosen for participation were contacted before staff members received the surveys. Of the 11 selected elementary schools chosen to participate in the study, all 11 principals agreed to allow participation.

The instruments were hand-delivered by the researcher to the principals of the participating elementary schools at the end of August 2013. Participants were allotted a 2-week time period to complete the surveys and return them to the school secretary in a

sealed envelope provided by the researcher. The secretary at each school site was selected to collect the surveys from the participating staff members and place the sealed envelopes in the large manila envelope marked surveys. The researcher went to each school site and collected the large manila envelope from the secretary. Of the 623 surveys which were handed out between the 11 selected schools, 139 total surveys were returned, yielding a 22% return rate. The quantitative data was entered into a Microsoft Excel spreadsheet and then transferred into the statistical program SPSS to be analyzed. The data was analyzed using descriptive statistics, multiple regression tests, and Pearson correlations. The researcher set the significance level at .05 ($p=.05$).

Summary of the Study

This quantitative research study used a correlational research design. The instruments used in this study included the Leadership Practices Inventory (LPI) and the Purdue Teacher Opinionnaire (PTO). The Leadership Practices Inventory survey was used to measure principal leadership styles. A total LPI was scored and used as the dependent variable for Research Question 1 and Research Question 2. The five subscales (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encouraging the Heart) from the LPI were used as the five independent variables for Research Question 3 and the five dependent variables for Research Question 4. The Purdue Teacher Opinionnaire survey was used to measure morale and was also used to measure job satisfaction. Two independent variables were scored on the Purdue Teacher Opinionnaire to measure faculty morale for Research Question 1 which include: Rapport with Principal and Satisfaction with Teaching. Eight independent variables were scored on the Purdue Teacher Opinionnaire to measure faculty job satisfaction for Research Question 2 which include: Rapport among Teacher, Teacher Salary, Teacher Load,

Curriculum Issues, Status in the Community, Community Support, School Facilities, and Community Expectations. The two subscales on the PTO used to measure morale were used as dependent variables for Research Question 3. The eight subscales on the PTO used to measure job satisfaction were used as independent variables for Research Question 4.

The first research question utilized a multiple regression analysis to measure the relationship between how faculty perceived their principals' leadership style and faculty morale. The second research question utilized a multiple regression analysis to measure the relationship between how faculty perceived their principals' leadership style and faculty job satisfaction. The third research question utilized Pearson correlation analysis. Faculty morale was correlated with the faculties' perceived leadership styles of the school principals to determine if a specific perceived leadership style had a greater correlation with morale. The fourth research question utilized Pearson correlation analysis. Job satisfaction was correlated with the faculties' perceived leadership styles of the school principals to determine if a specific perceived leadership style had a greater correlation with job satisfaction. The primary reason for this research study is to determine if there was a relationship between perceived principal leadership styles, faculty morale, and faculty job satisfaction and if a relationship was found to gain a better understanding of which specific leadership style had an impact on morale and job satisfaction at selected elementary schools.

Major Findings and Conclusions

An analysis of the data from this study is reported in Chapter IV. In support of the research for this study, results for the four research questions which guided this study are reported as follows:

Research Question 1: Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and morale as measured by the Purdue Teacher Opinionnaire?

After an analysis of the data, the study revealed that there is no statistically significant relationship between principal leadership practices as measured by the Leadership Practices Inventory and faculty morale as measured by the Purdue Teacher Opinionnaire for selected elementary schools. The regression analysis results indicated no significance since.

The results of this study do not support past studies listed in the research for this study. Bhella (1982) conducted a study using The Principal Leadership Style Questionnaire and the Purdue Teacher Questionnaire with results finding a significant relationship between the rapport of teachers and principals and the concern that the principal had with people and production. As a result of the data analysis in this study, it can be concluded that the perceived leadership styles of principals as measured by the Leadership Practices Inventory and faculty morale as measured by the Purdue Teacher Opinionnaire for selected elementary schools do not have a significant relationship.

Research Question 2: Is there a significant correlation between principal leadership practices as measured by the Leadership Practices Inventory - Observer and job satisfaction as measured by the Purdue Teacher Opinionnaire?

After an analysis of the data, the study revealed that there is no statistically significant relationship between principal leadership practices as measured by the Leadership Practices Inventory and job satisfaction as measured by the Purdue Teacher Opinionnaire for selected elementary schools. The regression analysis results indicated no significance.

The results of this study support the past study conducted by Smith (2000). Smith (2000) conducts a study on the relationship between principal leadership style and teacher job satisfaction, concluding that there is not a statistically significant difference between principal leadership styles and teacher job satisfaction. Conversely, a study completed by Hamilton (2007), investigates the relationship of perceived principal leadership styles and teacher job satisfaction, conclude that there is a relationship between teacher job satisfaction and the perceived leadership styles of principals. As a result of the data analysis in this study, it can be concluded that the perceived leadership styles of principals as measured by the Leadership Practices Inventory and job satisfaction as measured by the Purdue Teacher Opinionnaire for selected elementary schools do not have a significant relationship.

Research Question 3: Which of the five leadership practices measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for morale?

After an analysis of the data, the study revealed that there is no statistically significant relationship of the subscales of the perceived principal leadership styles as measured by the Leadership Practices Inventory and morale as measured by the Purdue Teacher Opinionnaire. In this study, for statistical results to be considered significant, the result must have met the .05 ($p \leq .05$) significance level. The Pearson correlation analysis indicated that the PTO variable Rapport with Principal and two of the five variables of the LPI, Model the Way and Challenge the Process, show a higher correlation than the others. The Pearson correlation analysis indicates that The PTO variable Teacher Satisfaction and the LPI variable Encouraging the Heart show the lowest correlation than the others. Overall, the results to Research Question 3 indicate

that subscales of the perceived leadership styles of principals as measured by the Leadership Practices Inventory and faculty morale as measured by the Purdue Teacher Opinionnaire for selected elementary schools do not have a significant relationship.

Research Question 4: Which of the five leadership practices as measured by the Leadership Practices Inventory - Observer correlates most strongly with the factors measured by the Purdue Teacher Opinionnaire for job satisfaction?

After an analysis of the data, the study reveals that there is no statistically significant relationship of the subscales of the perceived principal leadership styles as measured by the Leadership Practices Inventory and faculty job satisfaction as measured by the Purdue Teacher Opinionnaire. In this study, for statistical results to be considered significant, the result must have met the .05 ($p < .05$) significance level. The Pearson correlation analysis indicates that the correlation between the LPI variable Challenge the Process and the PTO variable Teacher Load and Community Expectations show the highest correlation. The Pearson correlation analysis indicates that the correlation between the LPI variable Model the Way and the PTO variable Rapport among Teacher show the lowest correlation. Overall, the results to Research Question 4 indicate that subscales of the perceived leadership styles of principals as measured by the Leadership Practices Inventory and faculty job satisfaction as measured by the Purdue Teacher Opinionnaire for selected elementary schools do not have a significant relationship.

Limitations

Several significant limitations transpired during the course of this research that limited the findings of this study. Anyone interested in conducting research similar to that in this study should consider these limitations.

1. Participants were limited to selected elementary schools in one school district located on the Gulf Coast of South Mississippi. A more representative sample could be obtained for that school district if data was collected by all schools from the district.
2. Teachers and other staff members at two of the selected schools which were surveyed expressed a great reluctance in participation due to their fear of their administrator reading their responses. The researcher provided white sealable envelopes for the participants to place the survey in before placing it inside a large manila envelope located with the school secretary in the office.
3. The study was limited to one particular school district. A more representative sample could be obtained if data was collected by selected elementary schools from multiple school districts.
4. The study focused on only elementary schools principals and teachers. Future researchers may find it beneficial to include principals and teachers of middle schools and high schools.
5. The return rate of the surveys, while sufficient to produce results for the study, was not the desired amount the researcher had hoped for. Perhaps a larger return might have yielded different results in some of the findings and would have shown that leadership styles do have an effect on morale and job satisfaction.

Recommendations for Future Research

This study provided information from elementary faculties' perceptions of their school principals' leadership styles in relationship to their morale and job satisfaction at selected elementary schools. The following future recommendations are based on the

findings of the researcher and should be considered when conducting similar studies in the future:

1. Future research is recommended in the area of principal leadership styles, faculty morale and faculty job satisfaction. It would be beneficial to other school districts to conduct this study in other locations throughout the state to help the state of Mississippi with retaining their teachers and faculty for the improvement of our school systems.
2. Future research should include a larger sample size to determine if the sample size used for this study was the reason for no significance in all areas.
3. Future research should include a study to replicate this study but focus on middle school and high school principals and faculty to compare the results of elementary morale and job satisfaction to that of middle school and high school morale and job satisfaction.
4. Future research should include school principals to participate in the study and rate themselves to compare their self-analysis to their staff analysis to make principals aware of how others view them compared to how they view themselves.
5. Future research could replicate this study but focus on individual schools versus several schools in one district to give principals at those individual schools a look at how their staff views them.

Recommendations for Policy or Practice

It is vital for school administrators to incorporate a leadership style beneficial to increasing morale and job satisfaction in schools today. Educational leadership has faced many new challenges since the emerging of the No Child Left Behind (NCLB) Act of

2001. Under the NCLB Act, the principals' role has changed from that of a building manager to an instructional leader of a school (Whitney, 2008). With the demands on principals today, dynamic and diverse leadership styles are needed for success. This puts a major concern on morale and job satisfaction.

Although this particular study and the study conducted by Smith (2000) do not show a significant relationship between principal leadership styles, faculty morale, and faculty job satisfaction, there are many studies that have been completed that do show significant relationships between principal leadership styles and morale and also between principal leadership styles and job satisfaction such as Guagulwong (1981), Benit (1991), Hamilton (2007), and Denton (2009). School principals should encompass leadership styles which promote collaboration, open communication, shared-decision making, and a sense of team work. Teachers should feel as if they are important and that the school as a whole is working together to accomplish what is important - student achievement. When these opportunities are effectively implemented and maintained throughout the school, morale and job satisfaction are increased.

School districts should provide professional development to school principals on effective leadership styles and practices. This would help prepare school principals with effective leadership practices to improve morale and job satisfaction. School districts should also survey teachers on a yearly basis on leadership styles, morale, and job satisfaction to ensure that the needs of the faculty are being addressed.

This study adds to the research on principal leadership styles, faculty morale, and faculty job satisfaction. The success of our schools depend on the quality of teachers. That quality greatly depends on the morale and job satisfaction of those teachers. Therefore, it is imperative that future research is explored on improving principal

leadership styles, faculty morale, and faculty job satisfaction. These improvements ultimately benefit students and the overall future of society.

APPENDIX A

JOSSEY-BASS™
An Imprint of WILEY

News

February 21, 2013

Dawn Hearn
16128 Orange Grove Rd
Gulfport, MS 39503

Dear Ms. Hearn:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to *reproduce* the instrument in written form, as outlined in your request, at no charge. If you prefer to use our electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Lisa Shannon (lshannon@wiley.com) directly for instructions and payment. Permission to use either the written or electronic versions requires the following agreement:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission";
- (3) That one (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to me either via email or by post to; 1548 Camino Monde San Jose, CA 95125. Best wishes for every success with your research project.

Cordially,



Ellen Peterson
Permissions Editor
Epeterson4@gmail.com

I understand and agree to abide by these conditions:

(Signed) Dawn Hearn Date: 2-25-13

Expected Date of Completion is: July 2013

WILEY

989 Market Street, Fifth Floor • San Francisco, CA 94103-1741

APPENDIX B

SURVEYS

LEADERSHIP PRACTICES INVENTORY-(OBSERVER)

James M. Kouzes and Barry Z. Posner © 2013

THE PERDUE TEACHER OPINIONNAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

Dear Participant,

Thank you for your participation in this study. There are two surveys that need to be completed. Each survey should take approximately 10-15 minutes of your time to complete. Your participation in this study is completely voluntary and there will be no negative consequences if you choose not to participate. However, your participation is greatly appreciated and critical to the success of the study. By completing and submitting this document you are giving your informed consent to use your responses for the purpose of this study. Anonymity is very important to the success of this study. All responses will remain confidential and no person, school name or district will be revealed in the final document. All information provided on the surveys will be kept confidential and shared with no one other than the researcher and the researcher's dissertation advisors. At the conclusion of this study, all surveys will be shredded and disposed of. When you have completed both surveys, please place them in the provided envelope; seal it; and return it to your school's secretary. The secretary will then place the sealed envelope in the manila envelope marked "surveys". All sealed envelopes must be returned to your school's secretary by Thursday, September 5, 2013. If you have any questions please contact me by calling 228-392-5640 (office) or email me at dhearn@harrison.k12.ms.us.

Thank you,

Dawn Hearn

Doctoral Candidate, University of Southern Mississippi

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about your rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS, 39406-001. (601) 266-6820.

I. LEADERSHIP PRACTICES INVENTORY – OBSERVER

James M. Kouzes and Barry Z. Posner © 2013

This survey will give you the opportunity to convey your opinion about your principal's leadership style.

Directions: For each statement, decide on a response and then circle the corresponding number in the box to the right of the statement. Please **do not** record your name on this document.

1 = Almost Never 2 = Rarely 3 = Seldom 4 = Once in a While
5 = Occasionally 6 = Sometimes 7 = Fairly Often 8 = Usually
9 = Very Frequently 10 = Almost Always

#	Description	Almost Never	Rarely	Seldom	Once in a while	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
1	Sets a personal example of what he/she expects of others.	1	2	3	4	5	6	7	8	9	10
2	Talks about future trends that will influence how our work gets done.	1	2	3	4	5	6	7	8	9	10
3	Seeks out challenging opportunities that test his/her own skills and abilities.	1	2	3	4	5	6	7	8	9	10
4	Develops cooperative relationships among the people he/she work with.	1	2	3	4	5	6	7	8	9	10
5	Praises people for a job well done.	1	2	3	4	5	6	7	8	9	10
6	Spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on.	1	2	3	4	5	6	7	8	9	10
7	Describes a compelling image of what our future could be like.	1	2	3	4	5	6	7	8	9	10
8	Challenges people to try out new and innovative ways to do their work.	1	2	3	4	5	6	7	8	9	10
9	Actively listens to diverse points of view.	1	2	3	4	5	6	7	8	9	10
10	Makes it a point to let people know about his/her confidence	1	2	3	4	5	6	7	8	9	10

#	Description	Almost Never	Rarely	Seldom	Once in a while	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
	in their abilities.										
11	Follows through on the promises and commitments that he/she makes.	1	2	3	4	5	6	7	8	9	10
12	Appeals to others to share an exciting dream of the future.	1	2	3	4	5	6	7	8	9	10
13	Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	1	2	3	4	5	6	7	8	9	10
14	Treats others with dignity and respect.	1	2	3	4	5	6	7	8	9	10
15	Makes sure that people are creatively rewarded for their contributions to the success of our projects.	1	2	3	4	5	6	7	8	9	10
16	Asks for feedback on how his/her actions affect other people's performance.	1	2	3	4	5	6	7	8	9	10
17	Shows others how their long-term interests can be realized by enlisting in a common vision.	1	2	3	4	5	6	7	8	9	10
18	Asks "what can we learn?" when things don't go as expected.	1	2	3	4	5	6	7	8	9	10
19	Supports the decisions that people make on their own.	1	2	3	4	5	6	7	8	9	10
20	Publicly recognizes people who exemplify commitment to shared values.	1	2	3	4	5	6	7	8	9	10
21	Builds consensus around a common set of values for running our organization.	1	2	3	4	5	6	7	8	9	10
22	Paints the "big picture" of what we aspire to accomplish.	1	2	3	4	5	6	7	8	9	10
23	Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	1	2	3	4	5	6	7	8	9	10
24	Gives people a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5	6	7	8	9	10

#	Description	Almost Never	Rarely	Seldom	Once in a while	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
25	Finds ways to celebrate accomplishments.	1	2	3	4	5	6	7	8	9	10
26	Is clear about his/her philosophy of leadership.	1	2	3	4	5	6	7	8	9	10
27	Speaks with a genuine conviction about the higher meaning and purpose of our work.	1	2	3	4	5	6	7	8	9	10
28	Experiments and takes risks, even when there is a change of failure.	1	2	3	4	5	6	7	8	9	10
29	Ensures that people grow in their jobs by learning new skills and developing themselves.	1	2	3	4	5	6	7	8	9	10
30	Gives the members of the team lots of appreciation and support for their contribution.	1	2	3	4	5	6	7	8	9	10

APPENDIX C

II.

PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

This survey will give you the opportunity to express your opinion about the teacher morale at your school.

Directions: Read each statement carefully, then indicate your response by circling the corresponding number for your response. Please **do not** record your name on this document.

#	Description	Disagree	Probably Disagree	Probably Agree	Agree
1	Details "red tape" and required reports absorb too much of my time.	1	2	3	4
2	The work of individual faculty members is appreciated and commended by our principal.	1	2	3	4
3	Teachers feel free to criticize administrative policy at faculty meetings called by our principal.	1	2	3	4
4	The faculty feels that their salary suggestions are adequately transmitted by the administration to the school board.	1	2	3	4
5	Our principal shows favoritism in his relations with the teachers in our school.	1	2	3	4
6	Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work.	1	2	3	4
7	My principal makes a real effort to maintain close contact with the faculty.	1	2	3	4
8	Community demands upon the teacher's time are unreasonable.	1	2	3	4
9	I am satisfied with the policies under which pay raises are granted.	1	2	3	4
10	My teaching load is greater than that of most of the other teachers in our school.	1	2	3	4
11	The extra-curricular load of the teachers in our school is unreasonable.	1	2	3	4
12	Our principal's leadership in faculty meetings challenges and stimulates our professional growth.	1	2	3	4
13	My teaching position gives me the social status in the community that I desire.	1	2	3	4
14	The number of hours a teacher must work is unreasonable.	1	2	3	4
15	Teaching enables me to enjoy many of the material and cultural things I like.	1	2	3	4
16	My school provides me with adequate classroom supplies and equipment.	1	2	3	4
17	Our school has a well-balanced curriculum.	1	2	3	4
18	There is a great deal of griping, arguing, taking sides, and feuding among our teachers.	1	2	3	4
19	Teaching gives me a great deal of personal satisfaction.	1	2	3	4

#	Description	Disagree	Probably Disagree	Probably Agree	Agree
20	The curriculum of our school makes reasonable provision for student individual differences.	1	2	3	4
21	The procedures for obtaining materials and services are well defined and efficient.	1	2	3	4
22	Generally, teachers in our school do not take advantage of one another.	1	2	3	4
23	The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.	1	2	3	4
24	Teaching enables me to make my greatest contribution to society.	1	2	3	4
25	The curriculum of our school is in need of major revisions.	1	2	3	4
26	I love to teach.	1	2	3	4
27	If I could plan my career again, I would choose teaching.	1	2	3	4
28	Experienced faculty members accept new and younger members as colleagues.	1	2	3	4
29	I would recommend teaching as an occupation to students of high scholastic ability.	1	2	3	4
30	If I could earn as much money in another occupation, I would stop teaching.	1	2	3	4
31	The school schedule places my classes at a disadvantage.	1	2	3	4
32	The school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.	1	2	3	4
33	My principal makes my work easier and more pleasant.	1	2	3	4
34	Keeping up professionally is too much of a burden.	1	2	3	4
35	Our community makes its teachers feel as though they are a real part of the community.	1	2	3	4
36	Salary policies are administered with fairness and justice.	1	2	3	4
37	Teaching affords me the security I want in a position.	1	2	3	4
38	My school principal understands and recognizes good teaching procedures.	1	2	3	4
39	Teachers clearly understand the policies governing salary increases.	1	2	3	4
40	My classes are used as a "dumping ground" for problem students.	1	2	3	4
41	The lines and methods of communication between teachers and the principal in our school are well developed and maintained.	1	2	3	4
42	My teaching load in this school is unreasonable.	1	2	3	4
43	My principal shows a real interest in my department.	1	2	3	4
44	Our principal promotes a sense of belonging among the teachers in our school.	1	2	3	4
45	My heavy teaching load unduly restricts my non-professional activities.	1	2	3	4
46	I find my contacts with students, for the most part, highly satisfying and rewarding.	1	2	3	4
47	I feel that I am an important part of this school system.	1	2	3	4
48	The competency of teachers in our school compares favorably with that of teachers in other schools that I know.	1	2	3	4
49	My school provides the teachers with adequate audio-visual aids and projection equipment.	1	2	3	4
50	I feel successful and competent in my present position.	1	2	3	4

#	Description	Disagree	Probably Disagree	Probably Agree	Agree
51	I enjoy working with student organizations, clubs, and societies.	1	2	3	4
52	Our teaching staff is congenial to work with.	1	2	3	4
53	My teaching associates are well prepared for their jobs.	1	2	3	4
54	Our school faculty has a tendency to form into cliques.	1	2	3	4
55	The teachers in our school work well together.	1	2	3	4
56	I am at a disadvantage professionally because other teachers are better prepared to teach than I am.	1	2	3	4
57	Our school provides adequate clerical services for the teachers.	1	2	3	4
58	As far as I know, the other teachers think I am a good teacher.	1	2	3	4
59	Library facilities and resources are adequate for the grade or subject area which I teach.	1	2	3	4
60	The "stress and strain" resulting from teaching makes teaching undesirable for me.	1	2	3	4
61	My principal is concerned with the problems of the faculty and handles these problems sympathetically.	1	2	3	4
62	I do not hesitate to discuss any school problems with my principal.	1	2	3	4
63	Teaching gives me the prestige I desire.	1	2	3	4
64	My teaching job enables me to provide a satisfactory standard of living for my family.	1	2	3	4
65	The salary schedule in our school adequately recognizes teacher competency.	1	2	3	4
66	Most of the people in this community understand and appreciate good education.	1	2	3	4
67	In my judgment, this community is a good place to raise a family.	1	2	3	4
68	This community respects its teachers and treats them like professional persons.	1	2	3	4
69	My principal acts as though he is interested in me and my problems.	1	2	3	4
70	My school principal supervises rather than "snoopervises" the teachers in our school.	1	2	3	4
71	It is difficult for teachers to gain acceptance by the people in this community.	1	2	3	4
72	Teachers' meetings as now conducted by our principal waste the time and energy of the staff.	1	2	3	4
73	My principal has a reasonable understanding of the problems connected with my teaching assignment.	1	2	3	4
74	I feel that my work is judged fairly by my principal.	1	2	3	4
75	Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.	1	2	3	4
76	Most of the actions of the students irritate me.	1	2	3	4
77	The cooperativeness of teachers in our school helps make my work more enjoyable.	1	2	3	4
78	My students regard me with respect and seem to have confidence in my professional ability.	1	2	3	4
79	The purposes and objectives of the school cannot be achieved by the present curriculum.	1	2	3	4
80	The teachers in our school have a desirable influence on the values	1	2	3	4

#	Description	Disagree	Probably Disagree	Probably Agree	Agree
	and attitudes of their students				
81	This community expects its teachers to meet unreasonable personal standards.	1	2	3	4
82	My students appreciate the help I give them with their school work.	1	2	3	4
83	To me there is no more challenging work than teaching.	1	2	3	4
84	Other teachers in our school are appreciative of my work.	1	2	3	4
85	As a teacher in this community my nonprofessional activities outside of school are unduly restricted.	1	2	3	4
86	As a teacher, I think I am as competent as most other teachers.	1	2	3	4
87	The teachers with whom I work have high professional ethics.	1	2	3	4
88	Our school curriculum does a good job of preparing students to become enlightened and competent citizens.	1	2	3	4
89	I really enjoy working with my students.	1	2	3	4
90	The teachers in our school show a great deal of initiative and creativity in their teaching assignments.	1	2	3	4
91	Teachers in our community feel free to discuss controversial issues in their classes.	1	2	3	4
92	My principal tries to make me feel comfortable when he visits my classes.	1	2	3	4
93	My principal makes effective uses of the individual teacher's capacity and talent.	1	2	3	4
94	The people in this community, generally, have a sincere and wholehearted interest in the school system.	1	2	3	4
95	Teachers feel free to go to the principal about problems of personal and group welfare.	1	2	3	4
96	This community supports ethical procedures regarding the appointment and reappointment of the teaching staff.	1	2	3	4
97	This community is willing to support a good program of education.	1	2	3	4
98	Our community expects the teachers to participate in too many social activities.	1	2	3	4
99	Community pressures prevent me from doing my best as a teacher.	1	2	3	4
100	I am well satisfied with my present teaching position.	1	2	3	4

APPENDIX D

PURDUE
 RESEARCH FOUNDATION
 1281 Win Henschel Blvd.
 West Lafayette, IN 47906

OFFICE OF TECHNOLOGY COMMERCIALIZATION

PERMISSION TO USE

Requester:
 Dawn Hearn
 16128 Orange Grove Rd.
 Gulfport, MS 39503

Work requested for Usage (Material(s)): The Purdue Teacher Optionnaire by Ralph R. Bentley and Averno M. Rempel.

Work Incorporating the Material (the "Publication"): Purdue Research Foundation (PRF), designated to act on behalf of Purdue University, gives the Requester permission to use the Material solely for academic research purposes.

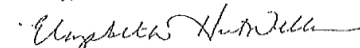
The Material is provided by Purdue University for inclusion in the Publication as consistent with Purdue University's instructional objective, and its overall mission as a non-profit educational institution.

THE MATERIAL IS PROVIDED "AS IS", AND PRF MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, AS TO ANY MATTER RELATING THERETO, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

The Requester will include an acknowledgement of the source of the Material.

The authorization provided is valid only to the extent that all of the activities undertaken are consistent with the understanding and conditions as stated herein.

Sincerely,



Elizabeth Hart-Wells, Ph.D.
 Assistant VP and Director
 Office of Technology Commercialization

Date: 22 February 2013

APPENDIX E

SUPERINTENDENT'S PERMISSION TO CONDUCT RESEARCH LETTER

Date:

Name of Superintendent

Name of School District

Address

Dear Superintendent _____:

My name is Dawn Hearn and I am a doctoral student at University of Southern Mississippi. I have completed all course work and am currently working on my dissertation. The topic I have chosen to conduct my research project is "A Relational Study Between Principal Leadership Styles, Teacher Morale, and Teacher Job Satisfaction at selected Elementary Schools". The purpose of this study is to help prepare current and future school principals with effective leadership strategies that are essential in promoting a positive atmosphere with high teacher morale and positive teacher job satisfaction, which in turn can lead to school success.

For the purpose of this study, I will use three instruments, the *Leadership Practices Inventory* and the *Purdue Teacher Opinionnaire*. All respondents' responses will remain confidential and no person, school name or district will be revealed in the final document.

With your permission, this survey will be distributed to only the elementary schools in the Harrison County School District. I will distribute the survey instruments to the secretary at each school. The survey is not expected to take longer than 20 - 30 minutes to complete. A copy of the survey instrument and instructions are attached for your reference.

If you grant me permission to conduct this research in the listed elementary schools in your district, please sign and date this letter and return it in the self-addressed, stamped envelope. You may also fax it to 228-392-9868.

Thank you for your support and consideration. If you have any questions please feel free to contact me via telephone 228-697-2399 or email dhearn@harrison.k12.ms.us. My committee chair is Dr. David E. Lee who can be contacted at David.E.Lee@usm.edu.

Signature: _____

Date: _____

Sincerely,

Dawn V. Hearn

Doctoral Candidate, University of Southern Mississippi

Cc: Dr. David E. Lee, Committee Chair

APPENDIX F

LETTER TO SCHOOL SECRETARY

August 26, 2013

Dear School Secretary,

My name is Dawn Hearn and I am a doctoral student at University of Southern Mississippi. I have completed all course work and am currently working on my dissertation. I have previously spoken with the superintendent and have obtained permission to conduct this research at your school. However, I am seeking your assistance as I obtain responses from staff members at your school. Please distribute the surveys which have been delivered to your school to the appropriate staff members as marked on the outside of the large manila envelope. The surveys inside the envelope should be given to all certified and non-certified staff members including the lead teacher with the exception of the principal. Teachers, notified via their memo, should be reminded to return their completed survey in sealed envelopes to you by **Thursday, September 5, 2013**. Please place the sealed envelopes in the large manila envelope marked "surveys". I will return to your school on Friday, September 6, 2013 to collect the manilla envelope.

The school that has the greatest percentage of completed surveys will receive a continental breakfast for the teachers and office staff and the secretary of that school will receive a gift card.

Thank you in advance for your cooperation and support. If you have any questions please contact me by calling 228-392-5640 (office) or email me at dhearn@harrison.k12.ms.us.

Sincerely,

Dawn V. Hearn
Doctoral Candidate, University of Southern Mississippi

APPENDIX G
LETTER TO EDUCATOR

August 26, 2013

Dear Educator,

My name is Dawn Hearn and I am a doctoral student at University of Southern Mississippi. I have completed all course work and am currently working on my dissertation. The topic I have chosen to conduct my research project is "A Relational Study Between Principal Leadership Styles, Teacher Morale, and Teacher Job Satisfaction at selected Elementary Schools". The purpose of this study is to help prepare current and future school principals with effective leadership strategies that are essential in promoting a positive atmosphere with high teacher morale and positive teacher job satisfaction, which in turn can lead to school success. For the purpose of this study, I will use two instruments, the *Leadership Practices Inventory* and the *Purdue Teacher Opinionnaire*. Each survey should take the participant approximately 10-15 minutes to complete. As a participant you will be asked to complete both surveys. Participation in this study is completely voluntary and there will be no negative consequences if you choose not to participate. However, your participation is greatly appreciated and critical to the success of the study. Anonymity is guaranteed since the surveys do not require names or any personal identification and all completed surveys are turned in to the office secretary in a sealed envelope. All information provided on the surveys will be kept confidential and shared with no one other than the researcher and the researcher's dissertation advisors.

Please return your completed survey, sealed in the attached envelope to your school's secretary by Thursday, September 5, 2013. The school that has the greatest percentage of completed surveys will receive a continental breakfast for the teachers and office staff and the secretary of that school will receive a gift card.

Thank you in advance for your cooperation and support. If you have any questions please contact me by calling 228-832-1592 (office) or email me at dhearn@harrison.k12.ms.us.

Sincerely,

Dawn V. Hearn
Doctoral Candidate, University of Southern Mississippi

APPENDIX H

IRB APPROVAL



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

INSTITUTIONAL REVIEW BOARD
118 College Drive #5147 | Hattiesburg, MS 39406-0001
Phone: 601.266.6820 | Fax: 601.266.4377 | www.usm.edu/irb

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
 - The risks to subjects are reasonable in relation to the anticipated benefits.
 - The selection of subjects is equitable.
 - Informed consent is adequate and appropriately documented.
 - Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
 - Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
 - Appropriate additional safeguards have been included to protect vulnerable subjects.
 - Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
 - If approved, the maximum period of approval is limited to twelve months.
- Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 13081202
PROJECT TITLE: A Relational Study Between Principal Leadership Styles, Teacher Morale, and Teacher Job Satisfaction at Selected Elementary Schools
PROJECT TYPE: Dissertation
RESEARCHER(S): Dawn Hearn
COLLEGE/DIVISION: College of Education and Psychology
DEPARTMENT: Educational Leadership and School Counseling
FUNDING AGENCY/SPONSOR: N/A
IRB COMMITTEE ACTION: Exempt Approval
PERIOD OF APPROVAL: 08/13/2013 to 08/12/2014

Lawrence A. Hosman, Ph.D.
Institutional Review Board

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